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ABSTRACT

The first of two volumes, this English curriculum guide for grades 7-12 is part of a comprehensive curriculum plan for grades K-12. It describes the cognitive content that should receive instructional emphasis at each grade through a scope and sequence chart and a statement of student outcomes--descriptions of skills and concepts that students should be developing. The scope and sequence pages are presented first, with each topic of the scope and sequence labeled to indicate the depth of student involvement required at the given grade level. Course guides included are for 7th, 8th, 9th, and 10th-12th grade business English; 10th-12th grade college preparatory for the gifted/high potential program; and 10th-12th grade general/vocational technical courses. Each course guide has (1) a course introduction page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources. (EL)

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ED259396

ENGLISH CURRICULUM GUIDE

FOR THE

PARKLAND SECONDARY SCHOOLS

OREFIELD, PA 18069

7-12

SEPTEMBER, 1983

VOLUME I

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CS 209169

CS 209 169

Introduction

PREFACE

This publication is part of the evolving design for teaching and learning that the professional staff of the Parkland School District is creating.

Curriculum development in a school system never stops. As our society changes, as our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum respond.

Curriculum guides are important documents which describe to the Parkland community the best judgment of the faculty in deciding what is important in our schools, what is actually taught, and ideally what is learned by students. Curriculum guides provide our students with programs which have continuity, our teaching staff with a framework upon which creativity and innovation can flourish, and our administration with a rationale upon which to interact with the teaching-learning process.

I ask that you use this curriculum guide in the performance and practice of your commitment to the youth of this school system, and contribute to its continued improvement over the years.

Carmen J Riola
Superintendent of Schools

Introduction

The State Board of Education establishes curriculum requirements for the schools of Pennsylvania. One of these requirements necessitates that the district prepare planned courses of study that consist of: (1) a written statement of objectives, (2) content to be used to reach objectives, (3) expected levels of achievement, and (4) procedures for evaluation.

Certain benefits are derived from the preparation of curriculum guides for these planned courses. Curriculum guides:

(1) identify and make learner outcomes more visible.
(2) provide new teachers with a foundation for planning instruction.
(3) provide all teachers with a consistent framework of essentials for planning instruction.
(4) provide experienced teachers with the opportunity to share strategies and resources.
(5) offer a basis for program planning, coordinating, and evaluating.
(6) provide a common basis for supervision.
(7) meet the State Board requirements for planned courses.
(8) define quality programs that have been traditional in the Parkland School District.

This interim guide represents an initial attempt to record the secondary programs of our district in a format which contains elements of a planned course. Each course curriculum guide contains required units which all teachers of that course are responsible for teaching. Other optional units may be suggested for presentation if time permits.

Teachers are asked to use the guide during the school term and make notations, additions, and comments directly on the units so that suggestions can be incorporated in the next revision. This process will provide an opportunity to review concepts and add activities and resources that may have been overlooked in the preparation of the first draft. Periodic meetings with the building principal and curriculum services will be scheduled in order to discuss any changes.

Future changes to critical areas of the guides may be suggested by teachers, principals, curriculum consultants, or Curriculum Services. All future requests for changes must be identified on the existing guide and presented to both the building principal and Curriculum Services. Proposed changes will be discussed with all parties affected by the change. Approved changes will be printed on new curriculum guide sheets and sent to all affected parties.

The staff of each department has spent many hours in the preparation of these guides. Each guide represents a composite of knowledge, activities, and resources which have been tested through years of experience and found to be successful. The intent of this development process has been to make these curriculum guides a valuable, usable tool for teachers in planning programs for their classes and at the same time meet the state mandate for planned courses in our district.

Thank you to all members of the staff for your contributions in helping us achieve a major step toward this goal.

Edward R Erdman
Edward R. Erdman
Director

Edward M. Davis
Assistant Director

A coordinating service agency which encourages the use of those kinds of materials which are most appropriate for the specific learning task, i.e.,

-classroom loans are prepared
-intermediate unit film collection access is provided
-periodical holdings are provided
-pathfinders (instruction guides for specific concepts) are prepared
-career resource materials are provided
-special-interest groups are assisted to use the resources
-ditto master, transparency, and photocopy production are provided
-preview services are provided

A center for recreational reading, viewing, and listening which provides a wide variety of recreational materials to fulfill the current needs of the range of interests and abilities of the student body and the assistance to students in the selection of these materials. A variety of promotional techniques are used to encourage the use of materials for recreational purposes, i.e.,

-reading lists and bibliographies are prepared
-exhibits and displays are developed

A stepping-stone to other community resource centers and to desirable lifetime intellectual habits which introduce the student and teacher to the resources available within the community and makes necessary arrangements to use them, i.e.,

-rented or borrowed educational materials, interlibrary and intradistrict loans, guest speakers, consultations with specialists, and free films are ordered and/or scheduled
-up-to-date information concerning community resources for instructional purposes is maintained

Consult with your building librarian as to how these media services may commence or continue to be incorporated into your instructional plans.

Excerpts of Curriculum Regulations That Affect Secondary Schools[1]
Chapter 5
Curriculum Regulations

5.3 Definitions

The following words and terms, when used in this Chapter, shall have the following meanings, unless the context clearly indicates otherwise:

Arts - For the purpose of this Chapter, the arts shall be defined as Visual Arts, Music, Dance, Theater, Filmic Studies, Practical Arts and Crafts.

Curriculum - A series of planned courses that are coordinated and articulated with one another and implemented in order to teach specific knowledge, skills, attitudes, and behaviors in a systematic and cumulative manner.

Goals of Quality Education - Board goals identified by the Board as desirable outcomes of instruction in the areas of Communication Skills, Mathematics, Science and Technology, Citizenship, Arts and the Humanities, Analytical Thinking, Family Living, Work, Health, the Environment, Self-Esteem, and Understanding Others.

Graduation Requirements - Planned courses identified by a board of school directors as those that must be successfully passed by a student to qualify for the awarding of a diploma. These planned courses shall relate directly to the graduation requirements established in 5.5(b).

Humanities - For the purpose of this Chapter the Humanities shall be defined as subjects that embrace literature, languages, history, philosophy, or additional courses in English and Social Studies.

Learning Objectives - Knowledge, skills, attitudes, and behaviors that have been identified as appropriate outcomes of a planned course designed to help attain each of the Goals of Quality Education.

Planned Course - Instruction offered by a school entity and delivered to the students enrolled that is based on a written plan which consists of at least:

(i) a list of learning objectives expected to be achieved by students;

(ii) content and instructional time needed to reach learning objectives typically consisting of 120 clock hours of instruction; or a fraction thereof. Fractional planned courses when offered should be in blocks of no less than 30 clock hours.

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1. Commonwealth of Pennsylvania, State Board of Education, Regulations of the State Board of Education, Chapter 5, Curriculum Regulations.

(iii) expected levels of achievement;

(iv) procedures for evaluation.

5.4 General Provisions

(a) General Policies

(1) It is the policy of the Board that the curriculum of each grade be based on the learning objectives designated under each of the Goals of Quality Education. The Goals of Quality Education shall be reviewed by the State Board of Education every 10 years, and the learning objectives every 5 years.

(c) Secondary Grades

(1) Required Planned Courses For All Students To Be Taught Every Year

The following subjects shall be taught to every student every year and shall conform to the criteria established for planned courses.

- English (which may include one planned course in speech)
- Physical Education (may be offered as a fractional planned course)

(2) Required Planned Courses For All Students To Be Taught During The Secondary Grades

(a) Each of the following planned courses shall be taught during the secondary grades:

- Mathematics - 5 planned courses, 3 of which must be 120 clock hours each
- Science - 5 planned courses (which may include Laboratory Sciences) 3 of which must be 120 clock hours each
- Social Studies - 5 planned courses, 3 of which must be 120 clock hours each (to be taken from the Social Sciences which may include Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, American Culture, World Cultures, and History and Government of the United States and Pennsylvania as required in the Public School Code of 1949, Section 1605, 24 P.S. 16-1605

(b) The following planned courses shall be taught. They may be offered as fractional planned courses (5.3 relating to planned course).

- Art - 2 planned courses
- Music - 2 planned courses

- Home Economics - 1 planned course
- Industrial Arts - 1 planned course
- Reading - 1 planned course
- Health - 2 planned courses
- Environmental Education - 1 planned course (may be integrated in other appropriate planned courses)

(3) Offered Courses

The following planned courses shall be offered to all students enrolled in secondary grades:

- Vocational Education
- Business Education
- Consumer Education
- Foreign Languages (see 5.6(b))
- Laboratory Sciences, including Biology, Physics, and Chemistry
- Computer Science (may be integrated in other appropriate planned courses)
- Industrial Arts
- Home Economics

(d) Planned Course Requirements

Planned courses shall be based upon the subject matter and shall address the 12 Goals of Quality Education as set forth in 5.10.

5.5 Graduation Requirements

(a) Each Board of School Directors shall identify planned courses for which credit toward graduation shall be awarded. These written plans shall be filed at the school district and be available upon request for review by designated representatives of the Department.

(b) In grades nine through twelve every student shall obtain at least 21 units of credit.

Units of Credit	Course Title
4	English
3	Mathematics
3	Science
3	Social Studies
2	Arts or Humanities or both
1	Health and Physical Education
5	Student selects 5 additional courses from among those approved for credit toward graduation by the school district, including approved vocational education courses.

5.11 Options for Awarding Planned Course Credit

(c) Independent study. Independent study courses may be offered for planned course credit if they are based on written plans which consist of at least the components described in the definition "planned course," in 5.3 (relating to definitions).

(e) Advanced placement courses. College-level advanced placement courses may be offered as planned courses in the senior high school curriculum.

5.13 Educational Planning and Assessment

(3) The LRP and the curriculum it contains shall be available for public inspection at the district's central office.

(d) The LRP shall include evidence that each of the Goals of Quality Education and their learning objectives are addressed in the planned courses required and the planned courses offered by the school entity for all students.

(e) A separate planned course need not be taken for every goal. Multiple goals may be integrated in a single planned course. Each learning objective cited in 5.13 shall be included in planned courses to be taken by all students at least once at the elementary, once at the junior/middle, and once at the senior high school levels.

(f) The following are the Goals of Quality Education. The learning objectives are presented as subparagraphs under the goals with which they are typically associated. They may be linked to other appropriate goals.

(1) COMMUNICATION SKILLS. Quality education shall help every student acquire communication skills of understanding, speaking, listening, reading and writing. Objectives are:

(i) Comprehension of oral, written, and nonverbal communication
(ii) Composition of oral and written communication.
(iii) Interpretation of and facility with language patterns.
(iv) Comprehension and appreciation of literature and arts.
(v) Use of information sources and research techniques.

(2) MATHEMATICS. Quality education shall help every student acquire knowledge, appreciation, and skills in mathematics. Objectives are:

(i) Numeration and computation.
(ii) Geometry and measurement.
(iii) Computer literacy and data management.

(iv) Reasoning, problem solving, and creativity.
(v) Mathematical life skills and applications.

(3) SCIENCE AND TECHNOLOGY. Quality education shall help every student acquire the knowledge, understanding, and appreciation of science and technology. Objectives are:

(i) Basic scientific concepts and processes.
(ii) Technological applications of scientific principles.
(iii) Interaction of science, technology, and society.
(iv) Inquiry and hands-on activity in science and technology.
(v) Understanding and use of scientific methodology.

(4) CITIZENSHIP. Quality education shall help every student learn the history of the Nation, understand its systems of government and economics, and acquire the values and attitudes necessary for responsible citizenship. Objectives are:

(i) Histories: local, state, national and global.
(ii) Systems of government and law.
(iii) Systems of economics.
(iv) Individual rights and responsibilities.
(v) Knowledge of the participatory nature of the democratic system.

(5) ARTS AND THE HUMANITIES. Quality education shall help every student acquire knowledge, appreciation and skills in the arts and the humanities. Objectives are:

(i) Comprehend principles and concepts in art, music, craftsmanship, other discrete arts, and the humanities.
(ii) Understand the influence of literature, philosophy, and tradition in shaping our heritage.
(iii) Develop analytic and performing skills in the arts and the humanities.
(iv) Apply objective and aesthetic criteria to decision-making.
(v) Participate in intellectual and creative experiences in the arts and humanities.

(6) ANALYTICAL THINKING. Quality education shall help every student develop analytical thinking. Objectives are:

(i) Information management skills.
(ii) Logical thinking skills.
(iii) Problem solving skills.
(iv) Decision making skills.

(7) FAMILY LIVING. Quality education shall help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living. Objectives are:

(i) Development of personal and family relationships.
(ii) Selection, management, and maintenance of personal and family resources.
(iii) Understanding of economics of family life.
(iv) Development of consumer skills.

(8) WORK. Quality education shall help every student acquire the knowledge, skills, and attitudes necessary to become a self-supporting member of society. Objectives are:

(i) Develop career awareness.
(ii) Develop personal career planning skills.
(iii) Develop job seeking, job getting, and job keeping skills.
(iv) Develop entry level occupational skills.
(v) Develop an awareness of the dignity of work.
(vi) Develop current labor market skills to foster economic development.

(9) HEALTH. Quality education shall help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being. Objectives are:

(i) Personal and physical health.
(ii) Community health, disease prevention, and control.
(iii) Human growth, development, and nutrition.
(iv) Tobacco, alcohol, and other drugs.
(v) Safety and first aid.
(vi) Family and consumer health.

(10) ENVIRONMENT. Quality education shall help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment. Objectives are:

(i) Knowledge of natural and human resources.
(ii) Geographic understanding: local, regional, global.
(iii) Interrelationships and interdependence of natural and human systems.
(iv) Development of personal environmental attitudes and values.
(v) Environmental problem solving and management skills.
(vi) Knowledge and appropriate uses of energy.

(11) SELF-ESTEEM. Quality education shall help every student develop self-understanding and a feeling of self-worth. Objectives are:

(i) Understanding of personal strengths and limitations.
(ii) Recognition of one's personal abilities, interests and accomplishments.
(iii) Awareness of one's personal beliefs and opinions.
(iv) Development of self-confidence.
(v) Development of personal adaptability to change.

(12) UNDERSTANDING OTHERS. Quality education shall help every student acquire knowledge of different cultures and an appreciation of the equal worth and rights of all people to include the active roles and contributions of women, minority racial and ethnic groups. Objectives are:

(i) Cultural similarity and diversity.
(ii) Individual similarity and diversity.
(iii) Interpersonal relationship skills.
(iv) Human interdependence.
(v) Roles and contributions of racial and ethnic groups and women.

Other Requests

Several community groups and teachers have requested that students receive instruction to improve their study skills of note-taking, use of the textbook, and reference skills. Teachers are requested to incorporate increased study skill activities in their courses, where appropriate.

Organization of the English Curriculum Guide

The English curriculum guide represents a comprehensive K-12 curriculum plan. The guide describes the cognitive content which should receive instructional emphasis at each grade through a scope and sequence chart and a statement of student outcomes--descriptions of skills/concepts that students should be developing. Suggested activities and resources are also included to assist teachers in planning their instruction. The goal of this plan is a consistent and effective development of language skills.

The scope and sequence pages identify the framework of the guide. Many of the areas of topics traditionally included in a language arts curriculum are described.

The purpose of this arrangement is to make visible at a glance the growth and development of content from grade-to-grade following a spiral and developmental design. This edition shows the contribution that each grade's instruction makes to a balanced progression of language skill development.

Each topic of the scope and sequence has been labeled to indicate the depth of student involvement required at the given grade level. The key to the labels and to their involvement follows.

I - *Introductory* instruction and awareness.

D - *Developmental* instruction. This is not the first grade level at which instruction has been given, but fully developed or expanded instruction is suggested.

R - *Review* and application. At this grade level most students probably do not require extensive activity concerning the outcome. Application and reinforcement of the outcome is are suggested.

* - No formal presentation, instruction when necessary.

O - *Optional.*

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Literature
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
I. Fiction							
A. Short story							
1. Setting		I-D	R	R	R	R	R
2. Character development		I	D	D	R	R	R
3. Conflict			I	I-D	D	R	R
4. Theme			I	I	I-D	R	R
5. Unity					I	I-D	R
6. Plot		I	I-D	D-R	R	R	R
7. Point of view				I	I	D	R
8. Symbolism				I	I-D	D-R	R
9. Mood					I	D	R
B. Novel							
1. Definition		I	R	R	R	R	R
2. Types							
(a) Adventure				I	D	R	R
(b) Science fiction				I	D	R	R
(c) Fantasy				I	D	R	R
(d) Psychological				I	D	R	R
(e) Spy				I	D	R	R
(f) Diary				I	D	R	R
(g) Detective				I	D	R	R
(h) Historical				I	D	R	R
3. Elements							
(a) Plot		I	D	D	R	R	R
(b) Conflict			I	D	D	D	D-R
(c) Characterization		I	D	D	R	R	R
(d) Theme			I	D	R	R	R
(e) Setting		I	D	R	R	R	R
(f) Climax		I	D	D	R	R	R
(g) Resolution				I-D	D	R	R
(h) Exposition				I-D	R	R	R
(i) Style				I	D	D	D
(1) Diction				I	D	D	D
(2) Types of sentences				I-D	R	R	R
(3) Use of poetic language				I-D	D	D	R
(4) Theme				I-D	D-R	R	R

Grade	Basic Required Course	Grade 7-12 Description
7	English	The seventh grade curriculum is centered around an extensive study of grammar, grammatical constructions, and their carry-over into units of literature and composition. In order to develop an appreciation and an understanding for the various types of literature, the course introduces the student to the short story, the novel, and the similarities between the two, poetry, and the art of composition, especially the development of the paragraph. The study of vocabulary is presented through a vocabulary textbook.
8	English	The purpose of the eighth grade instruction is to further the students' knowledge in the following areas: grammar, literature, speech, composition, vocabulary, and areas of the humanities which will further his/her ability to cope with life and generally improve his/her attitude toward school and the adult world of responsibilities. Vocabulary is presented through a vocabulary textbook.
9	English	The ninth grade English program is centered around a study of literature, composition, grammar, vocabulary and speech. In order to develop an appreciation and understanding of the various types of literature, the course is taught according to genre (short story, novel, poetry, drama, and nonfiction). Composition is literature related.
10	English Honors	This in-depth course is both an introduction to World Literature and a study of literary form and style with a major emphasis placed on expository writing and vocabulary study. Participation in this course opens the way for the student to enter eleventh-grade honors English and eventually the twelfth-grade advanced placement class. Fifteen writing assignments are part of the course requirements.
	CP - G/HP	The tenth grade English program centers around literature, composition, grammar, speech and vocabulary. In order to develop an appreciaiton and understanding of the various types of literature, the course is taught according to genre (short story, novel, poetry, drama, and nonfiction). The program reviews basic grammar and presents new concepts. The approach to vocabulary is through a vocabulary textbook.
	BE	Grammar: the study of grammar concentrates upon the areas indicated in the grammar continuum and particular student weaknesses. Composition: emphasis is placed on various methods of developing a paragraph. Literature: the appreciation of literature is taught through the various genres (short story, novel, essay, poetry, drama, and biography). Vocabulary: vocabulary is taught through literature and word studies.
	Gen/Vo-Tech	All language arts areas are geared to the special interests of the students. The skills learned are designed to be functional and to benefit the student when he/she follows his/her special interests after graduation. Reading for comprehension is emphasized. Vocabulary skills are integrated in the reading unit. Letter writing and basic paragraph organization are emphasized. Linking verbs, conjunctions, and punctuation of the grammar continuum are completed.

Parkland School District
Scope and Sequence of the English Curriculum K-12

Grade	Description
K-3	The primary levels of the English program stress both oral and written communication. Group discussions, telling stories, analyzing information, recalling details are all part of the oral skills program. Letter formation, style, and legibility are basic handwriting skills, with the transition from manuscript to cursive occuring usually at the end of the second grade. Developmental lessons in speliing and grammar are initiated in second grade. Listening comprehension skills are taught at all levels.
4-6	Students are taught the basic structure of language through traditional grammar interrelated with usage, mechanics, and vocabulary skills. Structured activities in grammar and related language skills form a foundation for the effective development of oral and written sentences. Composition skills develop a writing process, offering step-by-step guidelines for writing different paragraph structures and writing forms. The structured program in spelling is continued at these levels. Students read and experience various types of literature and are given opportunities to respond creatively. Study and reference skills that include using the library and dictionary, outlining, speaking, and listening skills are also presented.

Grade	Basic Required Course	Description
11	English Honors	The objectives of the program are the development of oral and written literary analysis by the students. The above is accomplished through the study and discussion of American Literature from puritanism through, to, and including present day literature. Fifteen themes and a term paper are minimum requirements with additional creative assignments interspersed throughout the year.
	CP - G/HP	This is a survey of American Literature for college preparatory students. Emphasis is on theme writing. The purpose of this course is to teach students to express themselves clearly and logically both in class discussion and in written assignments. The course includes a systematic study of vocabulary and stresses a review of grammar fundamentals in areas where weaknesses are most apparent in relation to written work.
	BE	The Business English Course is a basic course which includes all the English curriculum. We stress practical skills. Special emphasis is placed on vocabulary study using a text and words from literature selections. Also, we teach the composition of business letters. Students learn to write sales letters, letters of inquiry, collection letters, etc. American literature, especially that of the twentieth century, is studied.
	Gen/Vo-Tech	The teaching of English on this level must be as personalized as possible because of the varied interest levels of the students and the wide range of their abilities. Because of these varied levels, reading for enjoyment should be stressed. Also, stress in all the language arts areas should attempt to create within the student an insight into human motives and reaction to situations, thereby achieving a more intelligent understanding of oneself and a more sympathetic attitude toward others.
12	English AP	Students receive a required summer reading list in May with instructions that those works will be covered during September and October. There are few lecture sessions; students spend time researching information on authors, philosophies, techniques, and critical comments. Classwork stresses discussing the works in-depth. Literature studied includes British and World. Writing assignments number approximately twenty-five and include themes, both creative and expository, formal essays, and a research paper. Most writing topics deal with a work being discussed; for the creative assignments and an extended research paper, students basically select their own topics. Particular attention throughout the course lies in developing the student's comprehension of each author's style of writing.
	LCCC	This course is open to approximately twenty seniors who have been recommended because of their above-average writing ability. The course covers in-depth writing comprehension with emphasis on expository writing in addition to the regular twelfth-grade C.P. English curriculum. The Parkland class works in correlation with the Lehigh County Community College's English Department. Field trips to the college, exchange themes, and visits from the Community College staff are offered during the year. Upon successful completion of this course, participating students will receive three college credits from Lehigh County Community College which may be transferred to some colleges upon request by the student. A tuition fee is charged for this course. Twenty writing assignments and two research papers are part of the course requirements.

Grade	Basic Required Course	
12	CP - G/HP	An intensive study, primarily of the major writers of British literature, is conducted through reading, discussion, and theme writing. The principal objective is to provoke student understanding of both the literature read and the basic human concepts presented. Vocabulary study includes the use of a text as well as words taken from the literary works which are read. The research paper is written under the supervision of the English teacher.
	BE	This course offers a study of British literature from *Beowulf* to the modern day. (Some authors studied are from British Commonwealths.) Vocabulary is studied on a weekly basis throughout the year. The course stresses usage, basic writing skills, and written business communications.
	Gen	The content of this course is structured to adapt to the particular needs of the students involved. The content includes concepts necessary to improve the students' communication skills, which will be necessary for his/her concerns in business and/or industry. The course is designed to make the student aware of the need for clarity, accuracy, and conciseness of communication. Stress is placed on literature and vocabulary as valuable tools in the application of these skills. Contemporary problems in society are discussed in relationship to course content and teacher discretion.
One Semester Electives Available at the High School		
10 11 12	Reading Efficiency	The reading efficiency course is offered to students of average and above-average reading ability who wish to improve their reading skills. Content of the course depends upon the individual needs and ability of the student. This is determined by a diagnostic pretest. Progress is evaluated by another test at the conclusion of the semester. Instruction in the following areas is offered: comprehension, rate, study skills, vocabulary improvement, skimming, and scanning. The course may be taken twice for a continuation of advanced skills.
10 11 12	Journalism	This elective will emphasize interviewing, reporting, and writing for publication. It will also stress newspaper and magazine production skills. After introductory training in journalistic writing style, students will write news stories, features, sports stories, and editorials. Each student will attempt to have at least one article printed in the school newspaper, yearbook, or in another publication.

Grade		Description
10 11 12	Broadcasting	This elective will emphasize writing news for broadcast, reporting and interviewing, speech skills needed for successful broadcasting, and radio and television production skills. The class will also discuss television entertainment programing and study social problems (such as the effects of violence on television) linked to the mass media. Students will produce several short news broadcasts and one full-length television "news" show.
10 11 12	Par Key	Students wishing to join the high school yearbook staff may sign up for Par Key. Students who choose this elective will learn the basics of yearbook and magazine design, will study journalistic writing style, and will learn the basics of yearbook production. This course provides the staff with in-school time to work. In addition, the staff members usually contribute after-school time. Those interested in design, writing, photography, or business careers should especially consider joining the staff, though anyone is welcome. The course meets three to five times a week and after school as necessary during deadline weeks.
10 11 12	Trumpet	This class will learn the reporting, writing, business, and production skills necessary to publish the school newspaper. The staff will meet 3-5 times a week during the school day and after school as necessary during deadline weeks. Staff members should also consider taking Journalism.
10 11 12	Basic Composition Practice	This is a course for those who want to improve their ability to develop an argument by providing sufficient evidence and examples. The course will be a writing workshop as students work each day in class to research, write, revise, and evaluate their papers. C.P. students who feel they need extra help with theme writing and other students who plan to attend colleges, community colleges, or career training institutions should consider taking this course in addition to their regular English class.
10 11 12	Theater Arts I	The nature and content of this course is largely determined by the interests and needs of the students involved as well as the size and dynamics of the group. It is a workshop in the performing arts and areas of production. Grading is on an O, S, U basis.
11 12	Theater Arts II	This course is designed for students who show a serious interest in the theater. History of theater, acting, directing, production, and stagecraft are learned through practical experiences. Students selecting this course should expect to participate in the theatrical presentations at the school. Students may elect this course more than once in their high school career.
11 12	Creative Writing	The elective writing course is designed to offer students opportunities to express themselves in a creative or original manner. During the semester each pupil is expected to write a short story, three essays, forms of poetry, and a children's book.

Point of View

The term Language arts refers to those learning activities, skills, and experiences which help the student communicate more effectively. They include materials and suggest accomplishments consistent with the maturity level and grade placement of each child. Conscientious efforts to utilize wisely the following integrated program should enhance the ability of each student to observe, listen, read, spell, and write more effectively.

The world is exciting, complex, and changing rapidly; our challenge is to help students remain flexible enough for the rapid change but stable enough for progressive, consistent growth. The development of this guide has been directed toward a program embracing grades seven through twelve. To effect what we consider positive, productive ends, the committee recognizes the following qualifications necessary for this curriculum guide.

A. The Language Arts program should be totally integrated in grades seven through twelve, with each grade level interdependent on the others.

B. The teaching of Language Arts skills should be timed to coincide with the specific physical, mental, and social development of children.

C. An integrated Language Arts program should prevent needless duplication of instruction from one level to the next, but should not preclude repetition of instruction for the purposes of emphasis or reinforcement.

D. A Language Arts program should enable the pupil to become flexible enough with his/her ideas and language skills to cope adequately with his/her rapidly changing and expanding society--especially since he/she will be increasingly confronted with verbal abstractions.

E. An integrated course of study for the Language Arts program should provide for a gradual transition from emphasis on skills to an increasing application of skills.

F. Any Language Arts program should enrich itself by utilizing current and supplemental materials available in the form of textbooks, films, filmstrips, charts, collateral readings, selected recordings, and field trips.

G. Because of curriculum demands and classification (College Preparatory, Business, General, Vocational-Technical) the Language Arts program will, for the secondary level, become more diversified and specialized. Teachers will use a variety of texts, publishers, and materials rather than adhere to one or two specific developmental programs of a particular publisher.

Guide Format

The format used for each course in a department is consistent for all courses in that department. Each guide has:

A. A course introduction page with:

1. Course description
2. Required units for presentation in a recommended or optional sequence
3. Suggested evaluations and levels of student achievement for the course

B. Several unit introduction pages with:

1. Overview of unit
2. Suggested instructional time
3. Intended student objectives
4. Suggested evaluation for the unit

C. Within each unit, one or more pages with:

1. Major concepts/content
2. Suggested activities
3. Suggested resources

NOTE: It is expected that all concepts within a course will be presented by each teacher of that course; however, it is virtually impossible to present all of the suggested activities and resources for each concept. Therefore, each teacher will need to make critical selections from the activities and resources which he/she feels will develop the greatest comprehension of the concept by the students, will make the course challenging and interesting, and will fall within the general time frame suggested for a unit and the course.

Title IX regulations

In accordance with Title IX regulations, on Tuesday, May 25, 1976, the Parkland School District Board of Directors passed the following resolution:

> Be it resolved, that, in accordance with state and federal law, the Parkland School District does not discriminate, either in the educational program and activities which it operates or in the employment of personnel because of a handicap or, on the basis of race, sex, color, age, or religion.

Media Services and the Curriculum
Secondary

The school library media center functions as a vital instrument, as well as a basic requirement, for quality education by enriching all parts of the educational process. It reflects the philosophy of the school and shares in the implemention of the school's aims and objectives. It functions not as a separate entity, but is totally involved in the teaching and learning process. It is a service that can be correlated to your needs.

As a supporting component of the total educational program, the school library media center is many things. It is:

> *A resource center* in which all forms of printed and audiovisual communication and their accompanying technology are organized and housed for easy accessibility and use, i.e.,
>
> -media are evaluated and selected in cooperation with students and staff
> -materials are provided for professional growth of the faculty
>
> *A learning laboratory* which provides materials that will enrich and implement the curriculum, encourage individual exploration, and provide materials and facilities for research and self-directed learning, i.e.,
>
> -teachers are assisted in the development of bibliographies of available materials in special areas
> -teachers are provided materials for preparing exhibits, bulletin boards, and other displays
>
> *A teaching agency* which teaches students how to find information, encourages the use of a variety of media, keeps teachers informed about new materials, welcomes their suggestions for purchase, and offers inservice workshops on the value and use of the media program, i.e.,
>
> -classes are scheduled for research assignments
> -students are guided in their selection and use of educational media
> -groups and individuals receive instruction to develop research and reference skills

Other Matters of Emphasis

Theme Writing: In-Class, Take Home

The teaching of theme writing should be accomplished in a systematic manner. Teachers should begin by spending class time guiding students in their writing. The next step sould be for the students to write themes outside of class. Finally, the students should be able to write an entire theme in class in a specified amount of time. This theme should contain organized thoughts as well as correct mechanics.

7-12 Level II, CP

Eng. Scope & Sequence

English
Scope and Sequence
Literature
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
II. Nonfiction							
A. Essays					I	I	I
1. Formal					I	I	I
2. Informal					I	I	I
B. Biography					I-D-R		
C. Autobiography					I-D-R		
III. Poetry							
A. Form							
1. Rhythm (feet meter)	I	D	D	D	D-R	R	R
(a) Kind							
(1) Iambic				I-D	R	R	R
(2) Trochaic					I		
(b) Number			I	D	R	R	R
(1) Monometer				I-D	R	R	R
(2) Dimeter				I-D	R	R	R
(3) Pentameter				I-D	R	R	R
2. Verse							
(a) Blank				I	D	R	R
(b) Free		I	D	R	R	R	R
3. Stanza		I-D	R	R	R	R	R
(a) Couplet		I-D	D	R	R	R	R
(b) Quatrain		I-D	D	R	R	R	R
(c) Cinquain	I						
4. Rhyme	I	D	R	R	R	R	R
(a) Internal			I	D	R	R	R
(b) End			I	D	R	R	R
5. Rhyme scheme		I-D	R	R	R	R	R
6. Figures of speech							
(a) Simile	I	D	R	R	R	R	R
(b) Metaphor	I	D	R	R	R	R	R
(c) Personification		I-D	R	R	R	R	R

English
Scope and Sequence
Literature
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
(d) Hyperbole				I-D	R	R	R
(e) Synecdoche					I-D	R	R
(f) Metonymy				I-D	R	R	R
(g) Litotes					I-D	R	R
(h) Symbol			I-D	R	R	R	R
(i) Irony			I-D	R	R	R	R
(j) Onomatopoeia	I	D	R	R	R	R	R
(k) Alliteration			I-D	R	R	R	R
(l) Imagery		I-D	D	R	R	R	R
(m) Paradox					I-D	R	R
(n) Apostrophe				I-D		D	
B. Types							
1. Epic poem				I-D	D	D	D
2. Ballad		I-D	D	D		D	D
3. Epitaph						I-D-R	
4. Sonnet				I-D		D-R	R
5. Elegy				I-D			D-R
6. Limerick	I	D					
7. Haiku	I	D			D		
C. Theme or Statement		D	R	R	R	R	R
D. Mood				I	D	R	D
IV. Mythology				I-D-R			
V. Drama							
A. History							
1. Early beginnings				I			I-D
2. Elizabethan				I	D		D-R
3. British							I
4. Modern					I/World	I/Amer	
B. Terms							
1. Drama		I	D	R	R	R	R
2. Types of plays				I	D	D	D
(a) Farce					I	D	R
(b) Melodrama				I	D	D	R
(c) Historical tragedy							I-D
(d) Romantic tragedy				I			
(e) Tragedy				I	D	D	

English
Scope and Sequence
Literature
Level II, Career, C.P.

	Grade K-6	7	8	9	10	11	12
(f) Comedy					I	D	R
(g) Miracle							I
(h) Morality							I
(i) Mystery							I
(j) Interlude							I
3. Dramatic structure				I	D	R	R
(a) Introduction				I	D	R	R
(b) Complication				I	D	R	R
(c) Climax/crisis				I	D	R	R
(d) Falling action				I	D	R	R
(e) Catastrophe				I	D	R	R
4. Dramatic conventions				I-D			
(a) Concealment				I-D	R	R	R
(b) Aside				I-D	R	R	R
(c) Foreshadow				I-D	R	R	R
(d) Soliloquy				I-D	R	R	R
(e) Anachronism					I-D	R	R
(f) Dramatic irony				I-D	R	R	R
(g) Overhearing				I-D	R	R	R
(h) Flashback				I-D	R	R	R
(i) Pun				I-D	R	R	R
5. Characterizations		I	D	D	D	D	D
(a) Foil						I-D	R
(b) Tragic hero				I	D	R	R
(c) Protagonist		I	D	R	R	R	R
(d) Antagonist		I	D	R	R	R	R
6. Form	I	D	D	D	R	R	R
(a) Play		R	R	R	R	R	R
(b) Act		R	R	R	R	R	R
(c) Scene		R	R	R	R	R	R
(d) Line		R	R	R	R	R	R
(e) Dialogue		R	R	R	R	R	R
C. Form	I	R	R	R	R	R	R
1. One-act play		R	R	R	R	R	R
2. Three-act play		R	R	R	R	R	R
3. Five-act play		R	R	R	R	R	R

English
Scope and Sequence
Literature
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
D. Types							
1. Comedy					I-D	D	R
2. Tragedy					I-D	D	R
(a) Romantic tragedy				I-D			
E. Elements							
1. Setting (time/place)	I-D	R	R	R	R	R	R
2. Theme		I	D	R	R	R	R
3. Dramatic structure				I	D	D-R	R
(a) Introduction				I	D	D-R	R
(b) Complication				I	D	D-R	R
(c) Climax/crisis				I	D	D-R	R
(d) Falling action				I	D	D-R	R
(e) Catastrophe				I	D	D-R	R
4. Characterization		I-D	D	D	R	R	R
(a) Foil						I-D	R
(b) Tragic hero					I-D	R	R
(c) Protagonist		I-D	R	R	R	R	R
(d) Antagonist		I-D	R	R	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
I. Substantives							
A. Nouns	I-D	R	R	R	R	*	*
1. Definition	I-D	R	R	R	R	*	*
2. Classification of Nouns	I-D	R	R	R	R	*	*
a. Common Nouns	I-D	R	R	R	R	*	*
b. Proper Nouns	I-D	R	R	R	R	*	*
B. Pronouns							
1. Definition	I-D	R	R	R	R	*	*
2. Three Types of Pronouns			I	D	R	*	*
a. Personal Pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
b. Demonstrative Pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
c. Indefinite Pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
C. Three Properties of Nouns and Pronouns							
1. Person		I-D	R	R	R	*	*
2. Number	I-D	R	R	R	R	*	*
a. Singular and Plural Number	I-D	R	R	R	R	*	*
(1) Singular Number	I-D	R	R	R	R	*	*
(2) Plural Number	I-D	R	R	R	R	*	*
b. Collective Nouns		I-D	R	R	R	*	*
II. Verbs							
A. Definition	I-D	R	R	R	R	*	*
B. Properties of Verbs							
1. Voice					I	D	D
a. Passive Voice					I	D	D
b. Active Voice					I	D	D

English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
2. Tense							
a. The Tenses	I	D	R	R	*	*	*
(1) The Simple Tenses	I	D	R	R	*	*	*
(a) Present Tense	I	D	R	R	*	*	*
(b) Past Tense	I	D	R	R	*	*	*
(c) Future Tense	I	D	R	R	*	*	*
(2) The Perfect Tenses	I	D	D	D-R	*	*	*
(a) Present Perfect Tense	I	D	D	D-R	*	*	*
(b) Past Perfect Tense	I	D	D	D-R	*	*	*
(c) Future Perfect Tense	I	D	D	D-R	*	*	*
b. Principal Parts of Verbs	I	D	D	D	R	*	*
(1) Regular and Irregular Verbs	I	D	D	D	R	*	*
(a) Regular Verbs	I	D	D	D	R	*	*
(b) Irregular Verbs	I	D	D	D	R	*	*
(2) Formation of Tenses from Principal Parts	I	D	D	D	R	*	*
c. Verb Conjugations	I	D	R	*	*	*	*
(1) Conjugation of a Typical Regular Verb	I	D	R	*	*	*	*
(2) Conjugation of a Typical Irregular Verb	I	D	R	*	*	*	*
(3) Conjugation of the Verb *to be*	I	D	R	*	*	*	*
d. Progressive and Emphatic Verb Forms					I-D	R	*
(1) Progressive Verb Forms					I-D	R	*
(2) Emphatic Verb Forms					I-D	R	*
e. Sequence of Tenses		I	D	D	R	R	R
3. Agreement (Subject-Verb)	I	D	D	R	*	*	*
4. Mood					I-D	D	D
a. Indicative Mood					I-D	D	D
b. Subjunctive Mood					I-D	D	D
c. Imperative Mood					I-D	D	D
C. Classification of Verbs According to Relationship to Rest of Sentence		I	D	R	R	*	*
1. Action		I	D	R	R	*	*
a. Transitive		I	D	R	R	*	*
b. Intransitive		I	D	R	R	*	*

English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
2. State of being		I	D	R	R	*	*
3. Linking		I	D	R	R	*	*
III. Basic Sentence Patterns							
A. Three Sentence Patterns							
1. Subject - Verb	I	D	R	R	R	*	*
2. Subject - Verb - Object	I	D	R	R	R	*	*
3. Subject - Linking Verb - Complement	I	D	R	R	R	*	*
a. Substantive Complement Pattern			I	D	D-R	*	*
b. Adjective Complement Pattern			I	D	D-R	*	*
B. Cases in the Three Patterns			I-D	R	R	*	*
1. Use of Cases			I-D	R	R	*	*
a. The Nominative Case			I-D	R	R	*	*
b. The Objective Case			I-D	R	R	*	*
c. Possessive Case			I-D	R	R	*	*
2. Case Forms			I-D	R	R	*	*
a. Nouns			I-D	R	R	*	*
b. Pronouns			I-D	R	R	*	*
IV. Modifiers							
A. Fundamental Concepts in the First Three Basic Patterns	I-D	R	R	R	R	*	*
B. Modifiers of Substantives (Adjectives)							
1. Types of Substantive Modifiers		I-D	R	R	R	*	*
a. Descriptive Adjectives		I-D	R	R	R	*	*
b. Numerical Adjectives		I-D	D	R	R	*	*
c. Demonstrative Adjectives		I-D	D	[illegible]	R	*	*
d. Indefinite Adjectives		I-D	D	R	R	*	*
e. Articles		I-D	D	R	R	*	*
f. Possessives		I	D	D	R	*	*
(1) Possessives of Personal Pronouns		I	D	D	R	*	*
(2) Possessives of Indefinite Pronouns		I	D	D	R	*	*
(3) Possessives of Nouns		I	D	D	R	*	*
2. The Adjective Complement		I	D	R	R	*	*
C. Modifiers of Verbs (Adverbs)							
1. Types of Verb Modifiers		I-D	R	R	R	*	*
a. Adverbs of Time		I-D	R	R	R	*	*
b. Adverbs of Place		I-D	R	R	R	*	*

English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade K-6	7	8	9	10	11	12
c. Adverbs of Manner		I-D	R	R	R	*	*
2. Verb-Adverb Combinations		I-D	R	R	R	*	*
D. Modifiers of Modifiers (Adverbs)		I	D	R	R	*	*
1. Modifiers of Adjectives		I	D	R	R	*	*
2. Modifiers of Adverbs		I	D	R	R	*	*
E. Comparison							
1. The Three Degrees of Comparison		I-D	D	R	R	*	*
a. Positive Degree		I-D	D	R	R	*	*
b. Comparative Degree		I-D	D	R	R	*	*
c. Superlative Degree		I-D	D	R	R	*	*
2. Comparison of Adjectives		I-D	D	R	R	*	*
a. Adjectives Which Can Be Compared		I-D	D	R	R	*	*
(1) Descriptive		I-D	D	R	R	*	*
(2) Indefinite		I-D	D	R	R	*	*
b. Forming the Comparative and Superlative Degrees		I-D	D	R	R	*	*
(1) Comparison Involving Degrees of Greater Intensity		I-D	D	R	R	*	*
(a) Comparison Using *-er* and *-est*		I-D	D	R	R	*	*
(b) Comparison Using *more* and *most*		I-D	D	R	R	*	*
(c) Irregular Comparison		I-D	D	R	R	*	*
(2) Comparison Involving Degrees of Less Intensity		I-D	D	R	R	*	*
3. Comparison of Adverbs		I	D	R	R	*	*
a. Adverbs Which Can Be Compared		I	D	R	R	*	*
b. Forming the Compariative and Superlative Degrees		I	D	R	R	*	*
(1) Comparison Involving Degrees of Greater Intensity		I	D	R	R	*	*
(a) Comparison Using *-er* and *-est*		I	D	R	R	*	*
(b) Comparison Using *more* and *most*		I	D	R	R	*	*
(c) Irregular Comparison		I	D	R	R	*	*
(2) Comparison Involving Degrees of Less Intensity		I	D	R	R	*	[illegible]

English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
V. Verbals					I-D-R	*	*
A. The Infinitive					I-D-R	*	*
1. Forms of the Infinitive					I-D-R	*	*
2. Functions of the Infinitive					I-D-R	*	*
a. Infinitive as Substantive					I-D-R	*	*
b. Infinitive as Adjective					I-D-R	*	*
c. Infinitive as Adverb					I-D-R	*	*
3. Some Special Notes on the Infinitive					I-D-R	*	*
a. Sequence of Tenses With Infinitives					I-D-R	*	*
(1) Use of Present Tense of Infinitives					I-D-R	*	*
(2) Use of Present Perfect Tense of Infinitives					I-D-R	*	*
b. Punctuation with Infinitives					I-D-R	*	*
c. Use of the Infinitive Without *to* After Auxiliary Verbs					I-D-R	*	*
B. The Participle					I-D	R	R
1. Forms of the Participle					I-D	R	R
2. Function of the Participle					I-D	R	R
3. Some Special Notes on the Participle					I-D	R	R
a. Sequence of Tenses with Participles					I-D	R	R
(1) Use of Present Tense of Participles					I-D	R	R
(2) Use of Past and Present Perfect Tenses of Participles					I-D	R	R
b. Punctuation with Participles					I-D	R	R
C. The Gerund					I-D	R	R
1. Forms of the Gerund					I-D	R	R
2. Function of the Gerund					I-D	R	R
VI. Conjunctions							
A. Coordinating Conjunctions		I-D	R	R	R	*	*
B. Pairs of Conjunctions (Correlative Conjunctions)				I-D	R	*	*
C. Subordinating Conjunctions				I-D	R	R	*
D. Adverbial Conjunction				I-D	R		
VII. Appositives							
A. Form of the Appositive			I-D	D	R	*	*
B. Function of the Appositive			I-D	D	R	*	*

English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
1. Restrictive Appositives				I-D	D	R	R
2. Non-Restrictive Appositives				I-D	D	R	R
VIII. Types of Sentences	I	D	R	R	R	*	*
A. Declarative Sentences	I	D	R	R	R	*	*
B. Imperative Sentences	I	D	R	R	R	*	*
C. Interrogative Sentences	I	D	R	R	R	*	*
D. Exclamatory Sentences	I	D	R	R	R	*	*
IX. Phrases							
A. Verb Phrases	I	D	R	R	R	*	*
B. Prepositional Phrases	I	D	R	R	R	*	*
1. Form of the Prepositional Phrase	I	D	R	R	R	*	*
2. Functions of the Prepositional Phrase		I-D	D	R	R	*	*
C. Gerund Phrases					I-D-R	*	*
1. Form of the Gerund Phrase					I-D-R	*	*
2. Function of the Gerund Phrase					I-D-R	*	*
D. Participial Phrases					I-D-R	*	*
1. Form of the Participial Phrase					I-D-R	*	*
2. Function of the Participial Phrase					I-D-R	*	*
3. Some Special Notes on the Participial Phrase					I-D-R	*	*
a. "Dangling" Participles and Participial Phrases					I-D-R	*	*
b. Sequence of Tenses					I-D-R	*	*
E. Infinitive Phrases					I-D	R	R
1. Form of the Infinitive Phrase					I-D	R	R
2. Functions of the Infinitive Phrase					I-D	R	R
3. Some Special Notes on the Infinitive Phrase					I-D	R	R
a. The "Subject Idea" and the Infinitive Phrase					I-D	R	R
b. The Infinitive Without *to*					I-D	R	R
c. Use of Case Forms in Infinitive Phrases					I-D	R	R
(1) Subject of Infinitive					I-D	R	R
(2) Object of Infinitive					I-D	R	R
(3) Substantive Complement of Infinitive					I-D	R	R

English
Scope and Sequence
Grammar
Level II, Career, C.P.

	Grade K-6	7	8	9	10	11	12
d. The "Split" Infinitive					I-D-R	*	*
e. Sequence of Tenses					I-D-R	*	*
X. Clauses							
A. Types of Clauses							
1. The Dependent Clause			I	D	D	R	R
2. The Independent Clause			I	D	D	R	R
B. Independent Clauses, Dependent Clauses, and Phrases Compared			I	D	D	R	R
1. Phrases Within Clauses			I	D	D	R	R
2. Clauses Within Phrases			I	D	D	R	R
3. Clauses Within Clauses			I	D	D	R	R
C. Types of Dependent Clauses				I-D	D	R	R
1. Noun Clause				I-D	D	R	R
a. Form of the Noun Clause				I-D	D	R	R
b. Function of the Noun Clause				I-D	D	R	R
c. Types of Noun Clauses				I-D	D	R	R
d. Some Special Notes on the Noun Clause				I-D	D	R	R
2. The Adjective Clause				I-D	D	R	R
a. Form of the Adjective Clause				I-D	D	R	R
b. Function of the Adjective Clause				I-D	D	R	R
(1) Restrictive Adjective Clauses				I-D	D	R	R
(2) Non-Restrictive Adjective Clauses				I-D	D	R	R
3. The Adverb Clause				I-D	D	R	R
a. Form of the Adverb Clause				I-D	D	R	R
b. Function of the Adverb Clause				I-D	D	R	R
(1) Restrictive Adverb Clauses				I-D	D	R	R
(2) Non-Restrictive Adverb Clauses				I-D	D	R	R
XI. Classifying Sentences According to Structure				I-D	R	R	R
A. Simple				I-D	R	R	R
B. Compound				I-D	R	R	R
C. Complex				I-D	R	R	R
D. Compound-Complex				I-D	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Punctuation
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
I. The Period, The Question Mark, And the Exclamation Point							
A. The Period	I-D	R	R	R	R	R	R
1. At the End of a Sentence		R	R	R	R	R	R
2. In Abbreviations		R	R	R	R	R	R
3. Quotations		R	R	R	R	R	R
4. With Parentheses		R	R	R	R	R	R
5. With Commas		R	R	R	R	R	R
B. The Question Mark	I-D	R	R	R	R	R	R
1. Direct Questions		R	R	R	R	R	R
2. Indirect Questions		R	R	R	R	R	R
3. Polite Requests		R	R	R	R	R	R
4. Questions Within A Sentence		R	R	R	R	R	R
5. Uncertain Information		R	R	R	R	R	R
6. Inside or Outside Quotation Marks?		R	R	R	R	R	R
C. The Exclamation Point	I-D	R	R	R	R	R	R
1. Emphatic Interjections		R	R	R	R	R	R
2. Exclamatory Phrases, Clauses & Sentences		R	R	R	R	R	R
3. Forceful Commands		R	R	R	R	R	R
4. Inside or Outside Quotations Marks?		R	R	R	R	R	R
II. The Comma							
A. Items + Words in a Series	I-D	R	R	R	R	R	R
B. Prepositional Phrases in a Series		I-D	R	R	R	R	R
C. Clauses in a Series				I-D	R	R	R
D. Independent Clauses				I-D	R	R	R
E. Introductory Phrases and Clauses				I	D	R	R
F. Verbal Phrases					I-D	R	R
G. Introductory Modifiers				I	D	R	R
H. Nonrestrictive Phrases and Clauses				I	D	R	R
I. Appositives	I	D	D	D	D	D	D
J. Subordinate Clause After Independent Clause				I	D	D	D
K. Interrupters			I	D	D	R	R
L. Quotations	I-D	R	R	R	R	R	R
M. Dates	I-D	R	R	R	R	R	R
N. Addresses and Place Names	I-D	R	R	R	R	R	R
O. Titles and Degrees				I-D	R	R	R
P. Direct Address		I-D-R	R	*	*	*	*

English
Scope and Sequence
Punctuation
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
Q. Omitted Words					I-D	R	R
R. With Quotation Marks	I-D	R	R	R	R	R	R
III. The Semicolon and the Colon							
A. The Semicolon				I-D	R	R	R
1. With Independent Clauses				I-D	R	R	R
2. With Conjunctive Adverbs				I-D	R	R	R
3. With Internally Punctuated Series				I-D	R	R	R
4. As Comma Substitute				I-D	R	R	R
B. The Colon							
1. With Enumerations and Lists				I	D	R	R
2. With Formal Statements, Quotations, Questions				I	D	R	R
3. With Independent Clauses				I-D	R	R	R
4. Miscellaneous Uses of the Colon	I-D	R	R	R	R	R	R
IV. Parentheses and Brackets							
A. Parentheses	I-D	R	R	R	R	R	R
1. With Relevant but Not Vital Information	I-D	R	R	R	R	R	R
2. Miscellaneous Uses	I-D	R	R	R	R	R	R
B. Brackets				I	D	D	D
1. Editorial Changes and Comments				I	D	D	D
2. Parenthetic Material Within Parenthetic Material				I	D	D	D
V. Quotation Marks							
A. Quoted Speech	I-D	R	R	R	R	R	R
B. Quotes Within Quotes				I	D	R	R
C. Titles of Short Stories, 1-Act Plays, Poems	I-D	R	R	R	R	R	R
D. To Enclose Slang Words, Technical Terms, and Other Expressions That Are unusual in Standard English					I	D	D
VI. The Dash and the Hyphen							
A. The Dash for Abrupt Breaks in Thought				I			
B. The Hyphen							
1. In Numbers and Fractions				I-D	R	*	*
2. Compounds with Self, ex., all	I-D	R	R	R	R	*	*
3. Family Relationships		I-D	R	R	R	*	*
4. Prefixes and Capitalized Root Words				I-D	R	*	*

English
Scope and Sequence
Punctuation
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
5. Word Division at the End of a Line	I-D	R	R	R	R	R	R
C. With Suffixes - elect				I-D	R	R	R
VII. The Apostrophe							
A. Possession	I-D	R	R	R	R	R	R
B. Contractions	I-D	R	R	R	R	R	R
C. Plurals of Letters and Numerals				I-D	R	R	R
VIII. Italics and Ellipsis				I	D	R	R
A. Italics/Underlining				I	D	R	R
1. Reference to Books, Other Published Works, and Ships and Aircraft				I	D	R	R
2. Foreign Expressions				I	D	R	R
3. Words as Words				I	D	R	R
4. Emphasis				I	D	R	R
B. Ellipsis				I	D	R	R
1. Omissions in Quotation				I	D	R	R
2. Incomplete Presentation				I	D	R	R
3. Lengthy Omissions				I	D	R	R
IX. Capitalization							
A. Sentences	I-D	R	R	R	R	*	*
B. Quotations	I-D	R	R	R	R	*	*
C. The Words *I* and *O*	I-D	R	R	R	R	*	*
D. Names	I-D	R	R	R	R	*	*
E. Geographical Names	I-D	R	R	R	R	*	*
F. Regional Names and Nicknames	I-D	R	R	R	R	*	*
G. Streets, Buildings, Parks, and Companies	I-D	R	R	R	R	*	*
H. Organizations and Other Groups		I-D	R	R	R	*	*
I. Deity and Sacred Writings		I-D	R	R	R	*	*
J. Events, Eras, Prizes, Documents		I-D	R	R	R	*	*
K. Titles	I-D	R	R	R	R	*	*
X. Punctuation of Footnotes, Bibliographies, and Letters							
A. Punctuation of Footnotes and Bibliographies						I-D	D
1. Footnotes for an Article						I-D	D
2. Footnotes for a Book						I-D	D
3. Bibliographic Entries for an Article						I-D	D
4. Bibliographic Entries for a Book						I-D	

English
Scope and Sequence
Punctuation
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
B. Punctuation of Letters	I-D	R	R	R	R	R	R
1. Personal Letter	I-D	R	R	R	R	R	R
2. Business Letter	I-D	R	R	R	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
I. Theory							
A. Sentence	I	D	R	*	*	*	*
1. Declarative	I	D	R	*	*	*	*
2. Imperative	I	D	R	*	*	*	*
3. Exclamatory	I	D	R	*	*	*	*
4. Interrogative	I	D	R	*	*	*	*
B. The Outline							
1. Form		I-D	R	R	R	R	R
2. Types		I-D	D	D	D	R	R
a. Topic		I-D	D	D	D	R	R
b. Sentence		I-D	D	D	D	R	R
C. Paragraph							
1. Form							
a. Topic Sentence		I-D	D-R	R	R	*	*
b. Support		I-D	D-R	R	R	*	*
(1) Fact or Detail		I-D	D-R	R	R	*	*
(2) Cause		I-D	D-R	R	R	*	*
(3) Reason		I-D	D-R	R	R	*	*
(4) Example		I-D	D-R	R	R	*	*
c. Transition		I	D	D	R	R	R
d. Conclusion		I-D	D-R	R	R	*	*
2. Development							
a. By Example			I-D	D	D-R	*	*
b. By Incident			I-D	D	D-R	*	*
c. By Fact			I-D	D	D-R	*	*
d. By Reason			I-D	D	D-R	*	*
e. By Comparison			I	D	D-R	*	*
f. By Contrast			I	D	D-R	*	*
3. Order			I-D	D	D-R	*	*
a. Chronological		I	I-D	D	D-R	*	*
b. Spatial			I-D	D	D-R	*	*
c. Importance			I-D	D	D-R	*	*
d. General to Particular			I-D	D	D-R	*	*
4. Unity			I	D	D	D-R	R
5. Types							
a. Descriptive		I-D	D-R	R		*	*

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
(1) Selecting Details		I-D	D-R	R	*	*	*
(2) Creating an Impression		I-D	D-R	R	*	*	*
b. Narrative		I-D	D-R	R	*	*	*
(1) Selecting Events		I-D	D-R	R	*	*	*
(2) Using Details		I-D	D-R	R	*	*	*
c. Expository							
(1) Explaining a Process			I-D	D	D-R	*	*
(2) Organizing a Comparison or Contrast				I-D	D-R	*	*
d. Opinion			I-D	D	*	*	*
e. Persuasive			I-D	D	*	*	*
6. Coherence			I-D	D	D	D	D
D. The Theme							
1. Form			I	D	D	R	R
a. Introduction			I	D	D	R	R
(1) Thesis			I	D	D	R	R
(2) Central Idea			I	D	D	R	R
b. Body			I	D	D	R	R
c. Conclusion or Summary			I	D	D	R	R
2. Types							
a. Expository							
(1) Letter							
(a) Personal	I-D	D	*	*	*	*	*
(b) Business	I-D	D-R				*	
(c) Request		I-D				D	
(d) Resume Cover Letter						I-D	
(2) Critical Analysis				I	D	D	D
(3) Explication (poetry)-					O	O	O
(4) Argumentative					I-D	D	D
(5) Critique					O	O	O
(6) Informal Essay					O	O	O
(7) Research Paper						I-D	D
E. Creative Composition	I	D	D-R	R	R	R	R
F. Research Skills (see library curriculum guide)	I-D	D			R	R	R

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
II. Skills							
A. Sentence							
1. Fragment	I	D	D	D	D	D	D
2. Run On	I	D	D	D	D	D	D
3. Misplaced Modifiers		I	D	D	D	D	D
4. Dangling Modifiers				I-D	D	D	D
5. Consistency in Tense				I-D	D	D	D
6. Faulty Parallelism					I-D	D	D
B. Outline							
1. Form							
a. Indentation	I	D	R	R			
b. Arrangement of Numbers and Letters	I	D	R	R			
c. Parallelism			I	D	D	D	D
2. Coherence			I	D	D	D	D
C. Paragraph							
1. Placement of Topic Sentence		I	D	D	D-R	*	*
2. Development of Body		I	D	D	D-R	*	*
3. Use of Transitions			I	D	D-R	*	*
4. Effectiveness of Closing Sentence		I	D	D	D-R	*	*
5. Unity			I	D	D-R	*	*
6. Coherence			I	D	D-R	*	*
7. Proofreading	I	D	D	D	D-R	*	*
8. Types							
a. Descriptive		I-D	D-R	*	*	*	*
b. Narrative		I-D	D-R	*	*	*	*
c. Expository			I-D	D	D-R	*	*
d. Opinion			I-D	R	*	*	*
e. Persuasive			I-D	R	*	*	*
D. Creative Composition		I-D	D	D	R	R	R

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
E. Theme							
1. Development of Introduction				I	D	D	D
2. Development of Body				I	D	D	D
3. Transitions from Paragraph to Paragraph				I	D	D	D
4. Development of Conclusion or Summary				I	D	D	D
5. Expository							
a. Letter							
(1) Personal							
(a) Parts	I	D-R					
((1)) Heading	I	D-R					
((2)) Saluation	I	D-R					
((3)) Body	I	D-R					
((4)) Closing	I	D-R					
((5)) Signature	I	D-R					
(b) Content		I-D					
((1)) Invitation		I-D					
((2)) Thank You		I-D					
(2) Business							
(a) Parts	I	D-R					
((1)) Heading	I	D-R					
((2)) Inside Address	I	D-R					
((3)) Saluation	I	D-R					
((4)) Body	I	D-R					
((5)) Closing	I	D-R					
((6)) Signature	I	D-R					
(b) Content							
((1)) Request		I-D				D	
((2)) Claim		I-D					
((3)) Resume Cover Leter						I-D-R	*
b. Critical Analysis							
(1) Introduction					I	D	D
(2) Development of Thesis (Body thru Support)					I	D	D
(a) Quotes					I	D	D
(b) Paraphrase					I	D	D
(c) Summation					I	D	D

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
(d) Personal Interpretation					I	D	D
(3) Draw Conclusion					I	D	D
c. Argumentative						I-D	*
d. Explication (poetry)					0	0	0
(1) Introduction					0	0	0
(2) Development of Thesis (Body thru Support)					0	0	0
(a) Extract Meaning					0	0	0
(b) Identify Theme					0	0	0
(c) Identify Tone					0	0	0
(d) Identify Mood					0	0	0
(e) Identify Figures of Speech					0	0	0
(f) Identify Other Elements					0	0	0
(3) Draw Conclusion					0	0	0
e. Critique (optional)					0	0	0
(1) Introduction					0	0	0
(2) Development of Thesis (Body thru Support)					0	0	0
(a) Quotes					0	0	0
(b) Paraphrase					0	0	0
(c) Summation					0	0	0
(d) Personal Interpretation					0	0	0
(3) Summary					0	0	0
f. Informal Essay (optional)					0	0	0
(1) Introduction					0	0	0
(2) Development of Support Through:					0	0	0
(a) Argumentation					0	0	0
(b) Personal Point of View					0	0	0
(c) Clarity					0	0	0
(d) Conciseness					0	0	0
(e) Validity of Content					0	0	0
(3) Conclusion					0	0	0
g. Research Paper (See Research Paper Guide)						I-D	D

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
6. Style							
a. General							
(1) Diction (Choice of Words)				I	D	D	D
(2) Types of Sentences							
(a) Varied				I	D	D	D
(b) Effective					I-D	D	D
((1)) Parallel					I-D	D	D
((2)) Standard					I-D	D	D
(c) Unity				I	D	D	D
(d) Coherence				I	D	D	D
(e) Avoiding Monotony				I	D	D	D
((1)) Sentence Beginning				I	D	D	D
((2)) Use of Appositives					I	D	
((3)) Modifers							
((a)) Word					I-D	D	D
((b)) Phrase					I-D	D	D
((c)) Clause					I-D	D	D
(f) Point of View				I	D	D	D
III. Usage							
A. Levels							
1. Standard			I	D-R	*	*	*
a. Informal			I	D-R	*	*	*
b. Formal			I	D-R	*	*	*
2. Nonstandard			I	D-R	*	*	*
B. Adjectives - Comparison (positive/comparative/superlative)		I	D-R	*	*	*	*
C. Adverbs - Characteristics		I	D-R	*	*	*	*
D. Auxiliary Verbs		I-D	R	R	*	*	*
1. To be		I-D	R	R	*	*	*
2. To have		I-D	R	R	*	*	*
3. To do		I-D	R	R	*	*	*
4. Shall		I-D	R	R	*	*	*
5. Will		I-D	R	R	*	*	*
6. Should		I-D	R	R	*	*	*
7. Would		I-D	R	R	*	*	*
8. May		I-D	R	R	*	*	*

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
9. Might		I-D	R	R	*	*	*
10. Can		I-D	R	R	*	*	*
11. Could		I-D	R	R	*	*	*
12. Must		I-D	R	R	*	*	*
13. Let		I-D	R	R	*	*	*
14. Need		I-D	R	R	*	*	*
15. Used to		I-D	R	R	*	*	*
E. Case of Pronouns			I-D	D	R	*	*
1. Nominative			I-D	D	R	*	*
2. Objective			I-D	D	R	*	*
3. Possessive			I-D	D	R	*	*
F. Conjunctions							
1. Coordinating			I-D	R	R	*	*
2. Correlative			I-D	R	R	*	*
3. Subordinating				I-D	R	*	*
4. Conjunctive Advert				I-D	R	*	*
G. Pronoun Antecedent Agreement			I-D	D	D	D	D
H. Subject Verb Agreement	I	D	D	D	D	D	D
I. Tense Consistency				I	D	D	D
J. Glossary of Usage Problems		I-D	R	R	R	R	R
1. accept/except		I-D	R	R	R	R	R
2. affect/effect		I-D	R	R	R	R	R
3. allusion/illusion		I-D	R	R	R	R	R
4. alumni/alumnae		I-D	R	R	R	R	R
5. amount/number		I-D	R	R	R	R	R
6. bad/badly		I-D	R	R	R	R	R
7. between/among		I-D	R	R	R	R	R
8. bring/take		I-D	R	R	R	R	R
9. could/have		I-D	R	R	R	R	R
10. farther/further		I-D	R	R	R	R	R
11. fewer/less		I-D	R	R	R	R	R
12. good/well		I-D	R	R	R	R	R
13. imply/infer		I-D	R	R	R	R	R
14. in/into		I-D	R	R	R	R	R
15. lay/lie		I-D	R	R	R	R	R
16. leave/let		I-D	R	R	R	R	[illegible]

English
Scope and Sequence
Writing
Level II, Career, C.P.

	Grade						
	K-6	7	8	9	10	11	12
17. like/as		I-D	R	R	R	R	R
18. rise/raise		I-D	R	R	R	R	R
19. sit/set		I-D	R	R	R	R	R
20. which/that/who		I-D	R	R	R	R	R
21. who/whom		I-D	R	R	R	R	R
22. double negatives		I-D	R	R	R	R	R
23. a/an		I-D	R	R	R	R	R
24. capital/capitol		I-D	R	R	R	R	R
25. their/there/they're		I-D	R	R	R	R	R
26. it's/its		I-D	R	R	R	R	R
27. to/too/two		I-D	R	R	R	R	R
28. of/have		I-D	R	R	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence

Level II, Career, C.P.

	Grade							
	K-6	7	8	9		10	11	12
				CP	CR			
Outline		x	x			x	x	x
Paragraph		(2)	(8)	(6)	(8)	(4)		
Descriptive		1	2		1			
Narrative		1	2		1			
Expository			2	2	2	4		
Opinion			1	2	2			
Persuasive			1	2	2			
Theme				(3)*	(1)*	(6)**	(6)**	(8)**
Critical Analysis						4	4	6
Argumentative						1	1	1
Optional						1	1	1
Critique								
Informal Essay								
Explication (poetry)								
Letters		(3)			(1)		(2)	
Resume´							(1)	
Creative Writing (optional for grades 10, 11, 12)		(4)	(2)	(1)				
Research Paper							(1)	(1)
Total Required Writings		(9)	(10)	(10)	(10)	(10)	(10)	(9)

Note: Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

*Concentrates on form not type.
**At least one-half of writings should be based on literature.

PARKLAND SCHOOL DISTRICT
Secondary Schools
English

Scope and Sequence
Speech

Level II, Career, C.P.

	Grade K-6	7	8	9	10	11	12
I. Speech - Preparation	I	0	D	0	D	0	0
A. Content	I	0	D	0	D	0	0
1. Selection of topic and purpose	I	0	D	0	D	0	0
2. Gather material	I	0	D	0	D	0	0
3. Organization	I	0	D	0	D	0	0
a. Introduction	I	0	D	0	D	0	0
b. Body	I	0	D	0	D	0	0
c. Conclusion	I	0	D	0	D	0	0
4. Preparation of note cards	I	0	D	0	D	0	0
5. Rehearsal	I	0	D	0	D	0	0
B. Delivery	I	0	D	0	D	0	0
1. Eye contact	I	0	D	0	D	0	0
2. Use of voice	I	0	D	0	D	0	0
a. Expressiveness (tone, inflection)	I	0	D	0	D	0	0
b. Pitch and volume	I	0	D	0	D	0	0
c. Enunciation	I	0	D	0	D	0	0
3. Posture and body use	I	0	D	0	D	0	0
4. Audience reaction	I	0	D	0	D	0	0
5. Composure	I	0	D	0	D	0	0
II. Speech - Types	I	0	D	0	D	0	0
A. Demonstration							
B. Persuasive							
C. Introduction							
D. Information							
E. Debate							
F. Book Report							
G. Personal Experience							
H. Opinion							
I. Panel Discussions							
J. Impromptu							
K. Entertain							
L. Nomination							
M. Acceptance							
N. Presentation							
O. Parliamentary Procedure							
P. Oral Interpretation							

Note: Students are to present speeches in grades 8 and 10. Type and number are at the discretion of each teacher. Teachers at other grade levels are also encouraged to have students present speeches as part of their instructional program.

10, 11, 12 BE English
Scope & Sequence

BUSINESS EDUCATION ENGLISH
SCOPE AND SEQUENCE

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Literature
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
I. Fiction							
A. Short story							
1. Setting		I-D	R	R	R	R	R
2. Character development		I	D	D	R	R	R
3. Conflict			I	I-D	D	R	R
4. Theme			I	I	I-D	R	R
5. Unity							I
6. Plot		I	I-D	D-R	R	R	R
7. Point of view				I	D-R	R	R
8. Symbolism				I		D-R	R
9. Mood					I	D	R
10. Style						I-D	
B. Novel							
1. Definition		I	R	R	R	R	R
2. Types							
(a) Adventure				I			
(b) Science fiction				I			
(c) Fantasy				I			
(d) Psychological				I			
(e) Spy				I			
(f) Diary				I			
(g) Detective				I			
(h) Historical				I			
3. Elements							
(a) Plot		I	D	D	R	R	R
(b) Conflict			I	D	R	R	R
(c) Characterization		I	D	D	R	R	R
(d) Theme			I	D	R	R	R
(e) Setting		I	D	R	R	R	R
(f) Climax		I	D	D	R	R	R
(g) Resolution				I-D	R	R	R
(h) Exposition				I-D		R	R
(i) Style				I	D	R	R
(1) Diction				I	D	R	R
(2) Types of sentences				I-D	R	R	R
(3) Use of poetic language				I-D	R	R	[illegible]

English
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	K-6	7	8	9	10	11	12
(4) Theme				I-D	R	R	R
II. Nonfiction							
A. Essays						O	
1. Formal						O	
2. Informal						O	
B. Biography					I-D-R	O	
C. Autobiography					I-D-R	O	
III. Poetry							
A. Form							
1. Rhythm (feet meter)	I	D	D	D			*
(a) Kind							
(1) Iambic				I-D			*
(b) Number			I	D			*
(1) Monometer			I	D			*
(2) Dimeter			I	D			*
(3) Pentameter			I	D			*
2. Verse							
(a) Blank				I		O	*
(b) Free		I	D	R		O	*
3. Stanza		I-D	R	R			*
(a) Couplet		I-D	D	R		O	*
(b) Tercet							*
(c) Quatrain		I-D	D	R			*
(d) Cinquain	I						
(e) Sestet							*
(f) Octave							*
4. Rhyme	I	D	R	R	O	O	*
(a) Internal			I	D	O	O	*
(b) End			I	D	O	O	*
5. Rhyme scheme		I-D	R	R	O	O	*
6. Figures of speech							
(a) Simile	I	D	R	R	O	O	*
(b) Metaphor	I	D	R	R	O	O	*
(c) Personification		I-D	R	R	O	O	*
(d) Hyperbole			I-D	R		O	*
(e) Synecdoche						O	*

English
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	Grade						
	K-6	7	8	9	10	11	12
(f) Metonymy				I-D		O	*
(g) Litotes						O	*
(h) Symbol			I-D	R	O	O	*
(i) Irony			I-D	R	O	O	*
(j) Onomatopoeia	I	D	R	R	O	O	*
(k) Alliteration			I-D	R	O	O	*
(l) Imagery		I-D	D	R	O	O	*
(m) Paradox						O	*
(n) Apostrophe				I-D		O	*
B. Types							
1. Epic poem				I-D			*
2. Ballad		I-D	D	D		O	*
3. Sonnet				I-D			*
4. Elegy				I-D			*
5. Limerick	I	D					*
6. Haiku	I	D					*
C. Theme or Statement		D	R	R	O	O	*
D. Mood				I	O	O	*
IV. Mythology				I-D-R			
V. Drama							
A. History							
1. Early beginnings				I			I-D
2. Elizabethan				I	O		D-R
B. Terms							
1. Drama		I	D	R	R	R	R
2. Types of plays				I			D
(a) Melodrama				I			
(b) Romantic tragedy				I			
(c) Tragedy				I	D		D-R
3. Dramatic structure				I	D	D	*
(a) Introduction				I			*
(b) Complication				I			*
(c) Climax/crisis				I			*
(d) Falling action				I			*
(e) Catastrophe				I			*
4. Dramatic conventions				I-D			

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	Grade K-6	7	8	9	10	11	12
(a) Concealment				I-D			*
(b) Aside				I-D			*
(c) Foreshadowing				I-D	R	R	*
(d) Soliloquy				I-D			*
(e) Dramatic irony				I-D		R	*
(f) Overhearing				I-D			*
(g) Flashback				I-D	R	R	*
(h) Pun				I-D			*
5. Characterizations		I	D	D	D	D	*
(a) Foil						I-D	*
(b) Tragic hero				I		D	*
(c) Protagonist		I	D	R	R	R	*
(d) Antagonist		I	D	R	R	R	*
6. Form	I	D	D	D	R	R	*
(a) Play		R	R	R	R	R	*
(b) Act		R	R	R	R	R	*
(c) Scene		R	R	R	R	R	*
(d) Line		R	R	R	R	R	*
(e) Dialogue		R	R	R	R	R	*
C. Form	I	R	R	R	R	R	*
1. One-act play		R	R	R		R	*
2. Three-act play		R	R	R		R	*
3. Five-act play		R	R	R			*
D. Types							
1. Comedy						I	*
2. Tragedy							I
(a) Romantic tragedy				I-D			*
E. Elements							
1. Setting (time/place)	I-D	R	R	R	R	R	*
2. Theme		I	D	R	R	R	*
3. Dramatic structure				I		D-R	*
(a) Introduction				I		D-R	*
(b) Complication				I		D-R	*
(c) Climax/crisis				I		D-R	*
(d) Falling action				I		D-R	*
(e) Catastrophe				I		D-R	*

English
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	Crade						
	K-6	7	8	9	10	11	12
4. Characterization		I-D	D	D	R	R	*
(a) Foil						I-D	*
(b) Tragic hero						I-D	*
(c) Protagonist		I-D	R	R	R	R	*
(d) Antagonist		I-D	R	R	R	R	*

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Grammar
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
I. Substantives							
A. Nouns	I-D	R	R	R	R	*	*
1. Definition	I-D	R	R	R	R	*	*
2. Classification of nouns	I-D	R	R	R	R	*	*
a. Common nouns	I-D	R	R	R	R	*	*
b. Proper nouns	I-D	R	R	R	R	*	*
B. Pronouns							
1. Definition	I-D	R	R	R	R	*	*
2. Three types of pronouns			I	D	R	*	*
a. Personal pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
b. Demonstrative pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
c. Indefinite pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
C. Three properties of nouns and pronouns							
1. Person		I-D	R	R	R	R	*
2. Number	I-D	R	R	R	R	R	*
a. Singular and plural number	I-D	R	R	R	R	R	*
(1) Singular number	I-D	R	R	R	R	R	*
(2) Plural number	I-D	R	R	R	R	R	*
b. Collective nouns		I-D	R	R	R	*	*
3. Gender		I-D	R	R	R	*	*
a. Masculine		I-D	R	R	*	*	*
b. Feminine		I-D	R	R	*	*	*
c. Neuter		I-D	R	R	*	*	*
d. Common		I-D	R	R	*	*	*
II. Verbs							
A. Definition	I-D	R	R	R	R	*	*
B. Properties of verbs							
1. Voice						I	D
a. Passive voice						I	D
b. Active voice						I	D

English
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	Grade						
	K-6	7	8	9	10	11	12
2. Tense							
a. The tenses	I	D	R	R	R	*	*
(1) The simple tenses	I	D	R	R	R	*	*
(a) Present tense	I	D	R	R	R	*	*
(b) Past tense	I	D	R	R	R	*	*
(c) Future tense	I	D	R	R	R	*	*
(2) The perfect tenses	I	D	D	D-R	R	*	*
(a) Present perfect tense	I	D	D	D-R	R	*	*
(b) Past perfect tense	I	D	D	D-R	R	*	*
(c) Future perfect tense	I	D	D	D-R	R	*	*
b. Principal parts of verbs	I	D	D	D	R	*	*
(1) Regular and irregular verbs	I	D	D	D	R	*	*
(a) Regular verbs	I	D	D	D	R	*	*
(b) Irregular Verbs	I	D	D	D	R	*	*
(2) Formation of tenses from principal parts	I	D	D	D	*	*	*
c. Verb conjugations	I	D	R				
(1) Conjugation of a typical regular verb	I	D	R				
(2) Conjugation of a typical irregular verb	I	D	R				
(3) Conjugation of the verb *to be*	I	D	R				
d. Sequence of tenses		I	D	D			
3. Agreement (subject-verb)	I	D	D	R		R	R
C. Classification of verbs according to relationship to rest of sentence		I	D	R			
1. Action		I	D	R		*	*
a. Transitive		I	D	R		*	*
b. Intransitive		I	D	R		*	*
2. State of being		I	D	R	R	*	*
3. Linking		I	D	R	R	*	*
III. Basic Sentence Patterns							
A. Three sentence patterns							
1. Subject - verb	I	D	R	R	R	*	*
2. Subject - verb - object	I	D	R	R	R	*	*

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	Grade						
	K-6	7	8	9	10	11	12
3. Subject - linking verb - complement	I	D	R	R	R	*	*
a. Substantive complement pattern			I	D	D-R	*	*
b. Adjective complement pattern			I	D	D-R	*	*
B. Cases in the three patterns			I-D	R	R	*	*
1. Use of cases			I-D	R	R	*	*
a. The nominative case			I-D	R	R	*	*
b. The objective case			I-D	R	R	*	*
c. Possessive case			I-D	R	R	*	*
2. Case forms			I-D	R	R	*	*
a. Nouns			I-D	R	R	*	*
b. Pronouns			I-D	R	R	*	*
IV. Modifiers							
A. Fundamental concepts in the first three basic patterns	I-D	R	R	R	R	*	*
B. Modifiers of substantives (adjectives)							
1. Types of substantive modifiers		I-D	R	R	R	*	*
a. Descriptive adjectives		I-D	R	R	R	*	*
b. Numerical adjectives		I-D	D	R	R	*	*
c. Demonstrative adjectives		I-D	D	R	R	*	*
d. Indefinite adjectives		I-D	D	R	R	*	*
e. Articles		I-D	D	R	R	*	*
f. Possessives		I	D	D	R	R	*
(1) Possessives of personal pronouns		I	D	D	R	R	*
(2) Possessives of indefinite pronouns		I	D	D	R	R	*
(3) Possessives of nouns		I	D	D	R	R	*
2. The adjective complement		I	D	R	R	*	*
C. Modifiers of verbs (adverbs)							
1. Types of verb modifiers		I-D	R	R	R	R	*
a. Adverbs of time		I-D	R	R	R	R	*
b. Adverbs of place		I-D	R	R	R	R	*
c. Adverbs of manner		I-D	R	R	R	R	*
2. Verb-adverb combinations		I-D	R	R	R	*	*
D. Modifiers of modifiers (adverbs)		I	D	R	R	*	*
1. Modifiers of adjectives		I	D	R	R	*	*
2. Modifiers of adverbs			D	R	R	*	*
E. Comparison							

English
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Grammar
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	Grade K-6	7	8	9	10	11	12
1. The three degrees of comparison		I-D	D	R	*	*	*
a. Positive degree		I-D	D	R	*	*	*
b. Comparative degree		I-D	D	R	*	*	*
c. Superlative degree		I-D	D	R	*	*	*
2. Comparison of adjectives		I-D	D	R	*	*	*
a. Adjectives which can be compared		I-D	D	R	*	*	*
(1) Descriptive		I-D	D	R	*	*	*
(2) Indefinite		I-D	D	R	*	*	*
b. Forming the comparative and superlative degrees		I-D	D	R	*	*	*
(1) Comparison involving degrees of greater intensity		I-D	D	R	*	*	*
(a) Comparison using *-er* and *-est*		I-D	D	R	*	*	*
(b) Comparison using *more* and *most*		I-D	D	R	*	*	*
(c) Irregular comparison		I-D	D	R	*	*	*
(2) Comparison involving degrees of less intensity		I-D	D	R	*	*	*
3. Comparison of adverbs		I	D	R	*	*	*
a. Adverbs which can be compared		I	D	R	*	*	*
b. Forming the comparative and superlative degrees		I	D	R	*	*	*
(1) Comparison involving degrees of greater intensity		I	D	R	*	*	*
(a) Comparison using *-er* and *-est*		I	D	R	*	*	*
(b) Comparison using *more* and *most*		I	D	R	*	*	*
(c) Irregular comparison		I	D	R	*	*	*
(2) Comparison involving degrees of less intensity		I	D	R	*	*	*
V. Verbals					I-D-R	*	*
A. The infinitive					I-D-R	*	*
1. Forms of the infinitive					I-D-R	*	*
2. Functions of the infinitive					I-D-R	*	*
a. Infinitive as substantive					I-D-R	*	*
b. Infinitive as adjective					I-D-R	*	*

E[illegible]lish
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	Grade						
	K-6	7	8	9	10	11	12
c. Infinitive as adverb					I-D-R	*	*
B. The participle					I-D	R	*
1. Forms of the participle					I-D	R	*
2. Function of the participle					I-D	R	*
C. The gerund					I-D	R	*
1. Forms of the gerund					I-D	R	*
2. Function of the gerund					I-D	R	*
VI. Conjunctions							
A. Coordinating conjunctions		I-D	R	R	R	R	*
B. Pairs of conjunctions (correlative conjunctions)				I-D	R	R	*
C. Subordinating Conjunctions				I-D	R	R	*
D. Adverbial conjunction				I-D	R	R	*
VII. Appositives							
A. Form of the appositive			I-D	D	D	R	*
B. Function of the appositive			I-D	D	D	R	*
1. Restrictive appositives				I-D	D	R	R
2. Non-restrictive appositives				I-D	D	R	R
VIII. Types of sentences	I	D	R	R	*	*	*
A. Declarative sentences	I	D	R	R	*	*	*
B. Imperative sentences	I	D	R	R	*	*	*
C. Interrogative sentences	I	D	R	R	*	*	*
D. Exclamatory sentences	I	D	R	R	R	*	*
IX. Phrases							
A. Verb phrases	I	D	R	R	R	R	*
B. Prepositional phrases	I	D	R	R	R	R	*
1. Form of the prepositional phrase	I	D	R	R	R	R	*
2. Functions of the prepositional phrase		I-D	D	R	R	R	*
C. Gerund phrases					I-D-R	R	*
1. Form of the gerund phrase					I-D-R	R	*
2. Function of the gerund phrase					I-D-R	R	*
D. Participial phrases					I-D-R	R	*
1. Form of the participial phrase					I-D-R	R	*
2. Function of the participial phrase					I-D-R	R	*
3. Some special notes on the participial phrase					I-D-R	R	*

English
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	Grade K-6	7	8	9	10	11	12
a. "Dangling" participles and participial phrases					I-D-R	R	*
b. Sequence of tenses							I
E. Infinitive phrases					I-D	*	*
1. Form of the infinitive phrase					I-D	*	*
2. Functions of the infinitive phrase					I-D	*	*
3. Some special notes on the infinitive phrase					I-D	*	*
a. The "Subject Idea"/infin. phrase					I-D	*	*
b. The infinitive without *to*					I-D	*	*
c. The "Split" infinitive							I
d. Sequence of tenses							I
X. Clauses							
A. Types of clauses							
1. The dependent clause			I-D	D	D	R	*
2. The independent clause			I-D	D	D	R	*
B. Independent clauses, dependent clauses, and phrases compared			I-D	D	D	*	*
1. Phrases within clauses			I-D	D	D	*	*
2. Clauses within phrases			I-D	D	D	*	*
3. Clauses within clauses			I-D	D	D	*	*
C. Types of dependent clauses				I-D	D	R	*
1. Noun clause				I-D	D	R	*
a. Form of the noun cluase				I-D	D	R	*
b. Function of the noun clause				I-D	D	R	*
c. Types of noun clauses				I-D	D	R	*
d. Some special notes on the noun clause				I-D	D	R	*
2. The adjective clause				I-D	D	R	*
a. Form of the adjective clause				I-D	D	R	*
b. Function of the adjective clause				I-D	D	R	*
(1) Restrictive adjective clauses				I-D	D	R	*
(2) Non-restrictive adjective clauses				I-D	D	R	*
3. The adverb clause				I-D	D	R	*
a. Form of the adverb clause				I-D	D	R	*
b. Function of the adverb clause				I-D	D	R	*
(1) Restrictive adverb clauses				I-D	D	R	*

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	Grade						
	K-6	7	8	9	10	11	12
(2) Non-restrictive adverb clauses				I-D	D	R	*
XI. Classifying Sentences According to Structure				I-D	R	R	*
A. Simple				I-D	R	R	*
B. Compound				I-D	R	R	*
C. Complex				I-D	R	R	*
D. Compound-complex				I-D	R	R	*

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Punctuation
Career, B.E.

Grade

	K-6	7	8	9	10	11	12
I. The Period, The Question Mark, And the Exclamation Point							
A. The Period	I-D	R	R	R	R	R	R
1. At the end of a sentence		R	R	R	R	R	R
2. In abbreviations		R	R	R	R	R	R
3. Quotations		R	R	R	R	R	R
4. With parentheses		R	R	R	R	R	R
5. With commas		R	R	R	R	R	R
B. The question mark	I-D	R	R	R	R	R	R
1. Direct questions		R	R	R	R	R	R
2. Indirect questions		R	R	R	R	R	R
3. Polite requests		R	R	R	R	R	R
4. Questions within a sentence		R	R	R	R	R	R
5. Uncertain information		R	R	R	R	R	R
6. Inside or outside quotation marks?		R	R	R	R	R	R
C. The exclamation point	I-D	R	R	R	R	R	R
1. Emphatic interjections		R	R	R	R	R	R
2. Exclamatory phrases, clauses & sentences		R	R	R	R	R	R
3. Forceful commands		R	R	R	R	R	R
4. Inside or outside quotations marks?		R	R	R	R	R	R
II. The Comma							
A. Items + words in a series	I-D	R	R	R	R	R	R
B. Prepositional phrases in a series		I-D	R	R	R	R	R
C. Clauses in a series				I-D	R	R	R
D. Independent clauses				I-D	R	R	R
E. Introductory phrases and clauses				I	D	R	R
F. Verbal phrases					I-D	R	R
G. Introductory modifiers				I	D	R	R
H. Nonrestrictive phrases and clauses				I	D	R	R
I. Appositives	I	D	D	D	D	R	R
J. Subordinate clause after independent clause				I	D-R	R	R
K. Interrupters			I	D	D	R	R
L. Quotations	I-D	R	R	R	R	R	R
M. Dates	I-D	R	R	R	R	R	R
N. Addresses and place names	I-D	R	R	R	R	R	R
O. Titles and Degrees				I-D	R	R	R

English
Scope and Sequence
Punctuation
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
P. Direct Address		I-D-R	R	*	*	*	R
Q. Omitted words							I
R. With quotation marks	I-D	R	R	R	R	R	R
III. The Semicolon and the Colon							
A. The semicolon				I-D	R	R	R
1. With independent clauses				I-D	R	R	R
2. With conjunctive adverbs				I-D	R	R	R
3. With internally punctuated series				I-D	R	R	R
4. As comma substitute				I-D	R	R	R
B. The colon							
1. With enumerations and lists				I	D	R	R
2. With formal statements, quotations, questions				I	D	R	R
3. With independent clauses				I-D	R	R	R
4. Miscellaneous uses of the colon	I-D	R	R	R	R	R	R
IV. Parentheses and Brackets							
A. Parentheses	I-D	R	R	R	*	R	*
1. With relevant but not vital information	I-D	R	R	R	*	R	*
2. Miscellaneous uses	I-D	R	R	R	*	R	*
B. Brackets				I	*	*	*
1. Editorial changes and comments				I	*	*	*
2. Parenthetic material within parenthetic material				I	*	*	D-R
V. Quotation Marks							
A. Quoted speech	I-D	R	R	R	R	R	R
B. Quotes within quotes				I		D-R	R
C. Titles of short stories, 1-act plays, poems	I-D	R	R	R	R	R	R
VI. The Dash and the Hyphen							
A. The dash for abrupt breaks in thought				I		D	*
B. Hyphen							
1. In numbers and fractions				I-D	*	R	*
2. Compounds with self, ex., all	I-D	R	R	R	*	R	*
3. Family relationships		I-D	R	R	*	R	*
4. Prefixes and capitalized root words				I-D	*	R	*
5. Word division at the end of a line	I-D	R	R	R	R	R	*
C. With suffixes - elect				I-D	R	R	R

English
Scope and Sequence
Punctuation
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
VII. The Apostrophe							
A. Possession	I-D	R	R	R	R	R	R
B. Contractions	I-D	R	R	R	R	R	R
C. Plurals of letters and numerals				I-D	R	R	R
VIII. Italics and Ellipsis				I	D	R	R
A. Italics/Underlining				I	D	R	R
1. Reference to books, other published works, and ships and aircraft				I	D	R	R
2. Foreign expressions				I	D	R	R
3. Words as words				I	D	R	R
4. Emphasis				I			D-R
B. Ellipsis				I			D-R
1. Omissions in quotation				I			D-R
2. Incomplete presentation				I			D-R
3. Lengthy omissions				I			D-R
IX. Capitalization							
A. Sentences	I-D	R	R	R	R	R	R
B. Quotations	I-D	R	R	R	R	R	R
C. The words *I* and *O*	I-D	R	R	R	R	R	R
D. Names	I-D	R	R	R	R	R	R
E. Geographical names	I-D	R	R	R	R	R	R
F. Regional names and nicknames	I-D	R	R	R	R	R	R
G. Streets, buildings, parks, and companies	I-D	R	R	R	R	R	R
H. Organizations and other groups		I-D	R	R	R	R	R
I. Deity and sacred writings		I-D	R	R	R	R	R
J. Events, eras, prizes, documents		I-D	R	R	R	R	R
K. Titles	I-D	R	R	R	R	R	R
X. Punctuation of Footnotes, Bibliographies, and Letters							
A. Punctuation of letters	I-D	R	R	R	R	R	R
1. Personal letter	I-D	R	R	R	R	R	R
2. Business letter	I-D	R	R	R	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Writing
Career, B.E.

				Grade			
	K-6	7	8	9	10	11	12
I. Theory							
A. Sentence	I	D	R	*	*	*	*
1. Declarative	I	D	R	*	*	*	*
2. Imperative	I	D	R	*	*	*	*
3. Exclamatory	I	D	R	*	*	*	*
4. Interrogative	I	D	R	*	*	*	*
B. The Outline							
1. Form		I-D	R	R	*	*	*
2. Types		I-D	D	D	*	*	*
a. Topic		I-D	D	D	*	*	*
b. Sentence		I-D	D	D	*	*	*
C. Paragraph							
1. Form							
a. Topic sentence		I-D	D-R	R	R	*	*
b. Support		I-D	D-R	R	R	*	*
(1) Fact or detail		I-D	D-R	R	R	*	*
(2) Cause		I-D	D-R	R	R	*	*
(3) Reason		I-D	D-R	R	R	*	*
(4) Example		I-D	D-R	R	R	*	*
c. Transition		I	D	D	R	*	*
d. Conclusion		I-D	D-R	R	R	*	*
2. Development							
a. By example			I-D	D	D-R	*	*
b. By incident			I-D	D	D-R	*	*
c. By fact			I-D	D	D-R	*	*
d. By reason			I-D	D	D-R	*	*
e. By comparison			I	D	D-R	*	*
f. By contrast			I	D	D-R	*	*
3. Order			I-D	D	D-R	*	*
a. Chronological		I	I-D	D	D-R	*	*
b. Spatial			I-D	D	D-R	*	*
c. Importance			I-D	D	D-R	*	*
d. General to particular			I-D	D	D-R	*	*
4. Unity			I	D	D	R	*
5. Types							
a. Descriptive		I-D	D-R	R	*	*	*

English
Scope and Sequence
Writing
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
(1) Selecting details		I-D	D-R	R	*	*	*
(2) Creating an impression		I-D	D-R	R	*	*	*
b. Narrative		I-D	D-R	R	*	*	*
(1) Selecting events		I-D	D-R	R	*	*	*
(2) Using Details		I-D	D-R	R	*	*	*
c. Expository							
(1) Explaining a process			I-D	D	D-R	*	*
(2) Organizing a comparison or contrast				I-D	D-R	*	*
d. Opinion			I-D	D	*	*	*
e. Persuasive			I-D	D	*	*	*
6. Coherence			I-D	D	D	D	*
D. The theme							
1. Form			I	D			
a. Introduction			I	D			
(1) Thesis			I	D			
(2) Central idea			I	D			
b. Body			I	D			
c. Conclusion or summary			I	D			
2. Types							
a. Expository							
(1) Letter							
(a) Personal	I-D	D					
(b) Business	I-D	D-R					
(c) Request		I-D					
(2) Critical analysis				I			
E. Creative composition	I	D	D-R	R			
F. Research skills (see library curriculum guide)	I-D	D					
II. Skills							
A. Sentence							
1. Fragment	I	D	D	D	D-R	R	R
2. Run on	I	D	D	D	D-R	R	R
3. Misplaced modifiers		I	D	D	D-R	R	R
4. Dangling modifiers				I-D	D-R	R	R
5. Consistency in tense				I-D	D-R	R	R

English
Scope and Sequence
Writing
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
6. Faulty parallelism						I-D	R
B. Outline							
1. Form							
a. Indentation	I	D	R	R			
b. Arrangement of numbers and letters	I	D	R	R			
c. Parallelism			I	D	D		
2. Coherence			I	D	D		
C. Paragraph							
1. Placement of topic sentence		I	D	D	D-R	*	
2. Development of body		I	D	D	D-R	*	
3. Use of Transitions			I	D	D-R	*	
4. Effectiveness of closing sentence		I	D	D	D-R	*	
5. Unity			I	D	D-R	*	
6. Coherence			I	D	D-R	*	
7. Proofreading	I	D	D	D	D-R	*	
8. Types							
a. Descriptive		I-D	D-R	*	R		
b. Narrative		I-D	D-R	*			
c. Expository			I-D	D	R		
d. Opinion			I-D	R			
e. Persuasive			I-D	R			
f. Comparison and contrast					I-D		
g. Details					I-D		
h. Incident					I-D		
i. Fact					I-D		
D. Creative Composition		I-D	D	D	*		
1. Essays					I-D		
2. Creative					I-D		
3. Book reviews					I-D		
4. Autobiography					I-D		
E. Theme							
1. Development of introduction				I			
2. Development of body				I			
3. Transitions from paragraph to paragraph				I			
4. Development of conclusion or summary				I			
5. Expository							

English
Scope and Sequence
Writing
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
a. Letter							
(1) Personal							
(a) Parts	I	D-R					R
((1)) Heading	I	D-R					R
((2)) Saluation	I	D-R					R
((3)) Body	I	D-R					R
((4)) Closing	I	D-R					R
((5)) Signature	I	D-R					R
(b) Content		I-D					R
((1)) Invitation		I-D					R
((2)) Thank you		I-D					R
(2) Business							
(a) Parts	I	D-R				I-D-R	R
((1)) Heading	I	D-R				I-D-R	R
((2)) Inside address	I	D-R				I-D-R	R
((3)) Saluation	I	D-R				I-D-R	R
((4)) Body	I	D-R				I-D-R	R
((5)) Closing	I	D-R				I-D-R	R
((6)) Signature	I	D-R				I-D-R	R
(b) Content							
((1)) Request		I-D				I-D-R	R
((2)) Claim		I-D				I-D-R	R
((3)) Resume cover letter						I-D-R	R
6. Style							
a. General							
(1) Diction (choice of words)				I			D-R
(2) Types of sentences							
(a) Varied				I			D-R
(b) Effective							I
((1)) Parallel							I
((2)) Standard							I
(c) Unity				I			D-R
(d) Coherence				I			D-R
(e) Avoiding monotony				I			D-R
((1)) Sentence beginning				I			D-R
((2)) Use of appositives							I

English
Scope and Sequence
Writing
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
((3)) Modifiers							
((a)) Word							I
((b)) Phrase							I
((c)) Clause							I
(f) Point of view				I			D-R
III. Usage							
A. Levels							
1. Standard			I	D-R	*	*	*
a. Informal			I	D-R	*	*	*
b. Formal			I	D-R	*	*	*
2. Nonstandard			I	D-R	*	*	*
B. Adjectives - comparison (positive/ comparative/superlative)		I	D-R	*	*	*	*
C. Adverbs - characteristics		I	D-R	*	*	*	*
D. Auxiliary verbs		I-D	R	R	*	*	*
1. To be		I-D	R	R	*	*	*
2. To have		I-D	R	R	*	*	*
3. To do		I-D	R	R	*	*	*
4. Shall		I-D	R	R	*	*	*
5. Will		I-D	R	R	*	*	*
6. Should		I-D	R	R	*	*	*
7. Would		I-D	R	R	*	*	*
8. May		I-D	R	R	*	*	*
9. Might		I-D	R	R	*	*	*
10. Can		I-D	R	R	*	*	*
11. Could		I-D	R	R	*	*	*
12. Must		I-D	R	R	*	*	*
13. Let		I-D	R	R	*	*	*
14. Need		I-D	R	R	*	*	*
15. Used to		I-D	R	R	*	*	*
E. Case of pronouns			I-D	D	R	*	*
1. Nominative			I-D	D	R	*	*
2. Objective			I-D	D	R	*	*
3. Possessive			I-D	D	R	*	*
F. Conjunctions							
1. Coordinating			I-D	R	R	*	*

English
Scope and Sequence
Writing
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
2. Correlative			I-D	R	R	*	*
3. Subordinating				I-D	R	*	*
4. Conjunctive adverb				I-D	R	*	*
G. Pronoun antecedent agreement			I-D	D	R	R	*
H. Subject verb agreement	I	D	D	D	R	R	*
I. Tense consistency				I	D-R	R	*
J. Glossary of usage problems		I-D	R	R	R	R	*
1. accept/except		I-D	R	R	R	R	*
2. affect/effect		I-D	R	R	R	R	*
3. allusion/illusion		I-D	R	R	R	R	*
4. alumni/alumnae		I-D	R	R	R	R	*
5. amount/number		I-D	R	R	R	R	*
6. bad/badly		I-D	R	R	R	R	*
7. between/among		I-D	R	R	R	R	*
8. bring/take		I-D	R	R	R	R	*
9. could/have		I-D	R	R	R	R	*
10. farther/further		I-D	R	R	R	R	*
11. fewer/less		I-D	R	R	R	R	*
12. good/well		I-D	R	R	R	R	*
13. imply/infer		I-D	R	R	R	R	*
14. in/into		I-D	R	R	R	R	*
15. lay/lie		I-D	R	R	R	R	*
16. leave/let		I-D	R	R	R	R	*
17. like/as		I-D	R	R	R	R	*
18. rise/raise		I-D	R	R	R	R	*
19. sit/set		I-D	R	R	R	R	*
20. which/that/who		I-D	R	R	R	R	*
21. who/whom		I-D	R	R	R	R	*
22. double negatives		I-D	R	R	R	R	*
23. a/an		I-D	R	R	R	R	*
24. capital/capitol		I-D	R	R	R	R	*
25. their/there/they're		I-D	R	R	R	R	*
26. it's/its		I-D	R	R	R	R	*
27. to/too/two		I-D	R	R	R	R	*
28. of/have		I-D	R	R	R	R	

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Required Writing
Career, B.E.

Grade

		K-6	7	8	9	10	11	12
I.	Outline		x	x	x	x	x	x
II.	Paragraph		(2)	(10)	(6)	(10)		
	A. Descriptive		1	2		2		
	B. Narrative		1	2				
	C. Expository			2	2	1		
	D. Opinion			2	2			
	E. Persuasive			2	2			
	F. Comparison and contrast					1		
	G. Details					2		
	H. Incident					2		
	I. Fact					2		
III.	Letters		(4)				(6)	(8)
IV.	Compositions					(4)		
	A. Autobiography					1		
	B. Book review					1		
	C. Creative					1		
	D. Essay					1		
V.	Creative Writing		(4)	(2)	(1)			
VI.	Theme				(3)*			
VII.	Total Required Writings		(10)	(12)	(10)	(14)	(6)	(8)

Note: It is strongly suggested that all writing be done throughout the year rather than as a blocked unit of instruction.

*Concentrates on form, not type.

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Speech
Career, B.E.

	Grade						
	K-6	7	8	9	10	11	12
I. Speech - preparation	I	O	D	O	D	O	O
A. Content	I	O	D	O	D	O	O
1. Selection of topic and purpose	I	O	D	O	D	O	O
2. Gather material	I	O	D	O	D	O	O
3. Organization	I	O	D	O	D	O	O
a. Introduction	I	O	D	O	D	O	O
b. Body	I	O	D	O	D	O	O
c. Conclusion	I	O	D	O	D	O	O
4. Preparation of note cards	I	O	D	O	D	O	O
5. Rehearsal	I	O	D	O	D	O	O
B. Delivery	I	O	D	O	D	O	O
1. Eye contact	I	O	D	O	D	O	O
2. Use of voice	I	O	D	O	D	O	O
a. Expressiveness (tone, inflection)	I	O	D	O	D	O	O
b. Pitch and volume	I	O	D	O	D	O	O
c. Enunciation	I	O	D	O	D	O	O
3. Posture and body use	I	O	D	O	D	O	O
4. Audience reaction	I	O	D	O	D	O	O
5. Composure	I	O	D	O	D	O	O
II. Speech - Types	I	O	D	O	D	O	O
A. Demonstration							
B. Persuasive							
C. Introduction							
D. Information							
E. Debate							
F. Book report							
G. Personal experience							
H. Opinion							
I. Panel discussions							
J. Impromptu							
K. Entertain							
L. Nomination							
M. Acceptance							
N. Presentation							
O. Parliamentary Procedure							
P. Oral Interpretation							

Note: Students are to present speeches in grades 8 and 10. Type and number are at the discretion of each teacher. Teachers at other grade levels are also encouraged to have students present speeches as part of their instructional program.

10, 11, 12 Vo-Tech Eng.

Scope & Sequence

GENERAL/VOCATIONAL-TECHNICAL ENGLISH

SCOPE AND SEQUENCE

Secondary Schools
English
Scope and Sequence
Literature
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
I. Fiction							
A. Short story							
1. Setting		I-D	R	R	R	R	R
2. Character development		I	D	D	R	R	R
3. Conflict			I	I-D	D	R	R
4. Theme			I	I	I-D	R	R
5. Unity					I	I-D	R
6. Plot		I	I-D	D-R	R	R	R
7. Point of view				I	D	D	R
8. Symbolism				I	I-D	D-R	R
9. Mood						I-D	R
B. Novel							
1. Definition		I	R	R	R	R	R
2. Types							
(a) Adventure				I		D	O
(b) Science fiction				I		D	O
(c) Fantasy				I			O
(d) Psychological				I		O	O
(e) Spy				I			
(f) Diary				I		O	O
(g) Detective				I		O	
(h) Historical				I		O	R
3. Elements							
(a) Plot		I	D	D	R	R	R
(b) Conflict			I	D	D	R	R
(c) Characterization		I	D	D	R	R	R
(d) Theme			I	D	D	D	D
(e) Setting		I	D	R	R	R	R
(f) Climax		I	D	D	R	R	R
(g) Resolution				I-D	D	R	R
(h) Exposition				I-D	R	R	R
(i) Style							
(1) Diction				I		R	R
(2) Types of sentences				I-D			
(3) Use of poetic language				I-D			
(4) Theme				I-D		D	D

English
Scope and Sequence
Literature
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
II. Nonfiction							
A. Biography					I-D	0	
B. Autobiography					I-D	0	
III. Poetry							
A. Form							
1. Rhythm (feet meter)	I	D	D	D			
(a) Kind							
(1) Iambic				I-D			
(b) Number			I	D			
(1) Monometer			I	D			
(2) Dimeter			I	D			
(3) Pentameter			I	D			
2. Verse							
(a) Blank				I	0		0
(b) Free		I	D	R	0		0
3. Stanza		I-D	R	R	0		0
(a) Couplet		I-D	D	R	0		0
(b) Tercet							0
(c) Quatrain		I-D	D	R	0		0
(d) Cinquain	I						
(e) Sestet							0
(f) Octave							0
4. Rhyme	I	D	R	R	0	0	0
(a) Internal			I	D	0	0	0
(b) End			I	D	0	0	0
5. Rhyme scheme		I-D	R	R	0	0	0
6. Figures of Speech							
(a) Simile	I	D	R	R	0	0	0
(b) Metaphor	I	D	R	R	0	0	0
(c) Personification		I-D	R	R	0	0	0
(d) Hyperbole			I-D	R	0	0	0
(e) Synecdoche					0	0	0
(f) Metonymy				I-D	0	0	0
(g) Litotes					0	0	0
(h) Symbol			I-D	R	0	0	0
(i) Irony			I-D	R	0	0	0

English
Scope and Sequence
Literature
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
(j) Onomatopoeia	I	D	R	R	0	0	0
(k) Alliteration			I-D	R	0	0	0
(l) Imagery		I-D	D	R	0	0	0
(m) Paradox					0	0	0
(n) Apostrophe				I-D		0	
B. Types							
1. Epic poem				I-D	0		0
2. Ballad		I-D	D	D		0	0
3. Epitaph						0	
4. Sonnet				I-D			0
5. Elegy				I-D			0
6. Limerick	I	D				0	
7. Haiku	I	D			0	0	
C. Theme or statement		I-D	R	R	0		0
D. Mood				I	0		0
IV. Mythology				I-D-R			
V. Drama							
A. History							
1. Early beginnings				I		D	0
2. Elizabethan				I			
3. Modern					I/World	I/Amer	
B. Terms							
1. Drama		I	D	R	R	R	R
2. Types of plays				I			
(a) Melodrama				I			0
(b) Historical tragedy							0
(c) Romantic tragedy				I			0
(d) Tragedy				I	D	D	0
(e) Comedy						0	
3. Dramatic structure				I	D	D	0
(a) Introduction				I	D	D	0
(b) Complication				I	D	D	0
(c) Climax/crisis				I	D	D	0
(d) Falling action				I	D	D	0
4. Dramatic conventions				I-D			
(a) Concealment				I-D			0

English
Scope and Sequence
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	Grade						
	K-6	7	8	9	10	11	12
(b) Aside				I-D			O
(c) Foreshadow				I-D	D	D	O
(d) Soliloquy				I-D			
(e) Anachronism					I-D	D	O
(f) Dramatic irony				I-D	D	D	O
(g) Overhearing				I-D			R
(h) Flashback				I-D	D	D	O
(i) Pun				I-D	D	D	O
5. Characterizations		I	D	D	D	D	O
(a) Foil						I-D	O
(b) Tragic hero				I	D	D	O
(c) Protagonist		I	D	R	I-D	D	O
(d) Antagonist		I	D	R	I-D	D	O
6. Form	I	D	D	D	D	D	O
(a) Play		R	R	R	I-D	D	O
(b) Act		R	R	R	I-D	D	O
(c) Scene		R	R	R	I-D	D	O
(d) Line		R	R	R	I-D	D	O
(e) Dialogue		R	R	R	I-D	D	O
C. Form	I	R	R	R	I-D	D	O
1. One-act play		R	R	R	I-D		O
2. Two-act play						I-D	
3. Three-act play		R	R	R	I-D		O
4. Five-act play		R	R	R			
D. Types							
1. Comedy						O	O
2. Tragedy					I-D	D	O
(a) Romantic Tragedy				I-D			O
E. Elements							
1. Setting (time/place)	I-D	R	R	R	I-D	D	O
2. Theme		I	D	R	I-D	D	O
3. Dramatic structure				I	D	D	O
(a) Introduction				I	D	D	O
(b) Complication				I	D	D	O
(c) Climax/crisis				I	D	D	O
(d) Falling action				I	D	D	O

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	Grade						
	K-6	7	8	9	10	11	12
(e) Catastrophe				I	O	O	O
4. Characterization		I-D	D	D	D	D	O
(a) Foil					I-D	D	O
(b) Tragic hero					I-D	D	O
(c) Protagonist		I-D	R	R	I-D	D	O
(d) Antagonist		I-D	R	R	I-D	D	O

PARKLAND OOL DISTRICT
Secondary Schools
English
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	Grade						
	K-6	7	8	9	10	11	12
I. Substantives							
A. Nouns	I-D	R	R	R	R	*	*
1. Definition	I-D	R	R	R	R	*	*
2. Classification of Nouns	I-D	R	R	R	R	*	*
a. Common Nouns	I-D	R	R	R	R	*	*
b. Proper Nouns	I-D	R	R	R	R	*	*
B. Pronouns							
1. Definition	I-D	R	R	R	R	*	*
2. Three Types of Pronouns			I	D	R	*	*
a. Personal Pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
b. Demonstrative Pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
c. Indefinite Pronouns			I	D	R	*	*
(1) Definition			I	D	R	*	*
(2) Properties			I	D	R	*	*
C. Three Properties of Nouns and Pronouns							
1. Person		I-D	R	R	R	*	*
2. Number	I-D	R	R	R	R	*	*
a. Singular and Plural Number	I-D	R	R	R	R	*	*
(1) Singular Number	I-D	R	R	R	R	*	*
(2) Plural Number	I-D	R	R	R	R	*	*
b. Collective nouns		I-D	R	R	R	*	*
3. Gender		I-D	R	R	*	*	*
a. Masculine		I-D	R	R	*	*	*
b. Feminine		I-D	R	R	*	*	*
c. Neuter		I-D	R	R	*	*	*
d. Common		I-D	R	R	*	*	*
II. Verbs							
A. Definition	I-D	R	R	R	I-D	*	*
B. Properties of Verbs							
1. Tense							
a. The Tenses	I	D	R	R	*	*	*
(1) The Simple Tenses	I	D	R	R	*	*	*

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				Grade			
	K-6	7	8	9	10	11	12
(a) Present Tense	I	D	R	R	*	*	*
(b) Past Tense	I	D	R	R	*	*	*
(c) Future Tense	I	D	R	R	*	*	*
(2) The Perfect Tenses	I	D	D	D-R	*	*	*
(a) Present Perfect Tense	I	D	D	D-R	*	*	*
(b) Past Perfect Tense	I	D	D	D-R	*	*	*
(c) Future Perfect Tense	I	D	D	D-R	*	*	*
b. Principal Parts of Verbs	I	D	D	D	*	*	*
(1) Regular and Irregular Verbs	I	D	D	D	*	*	*
(a) Regular Verbs	I	D	D	D	*	*	*
(b) Irregular Verbs	I	D	D	D	*	*	*
(2) Formation of Tenses from Principal Parts	I	D	D	D	*	*	*
c. Verb Conjugations	I	D	R	*			
(1) Conjugation of a Typical Regular Verb	I	D	R	*			
(2) Conjugation of a Typical Irregular Verb	I	D	R	*			
(3) Conjugation of the Verb *to be*	I	D	R	*			
d. Sequence of Tenses		I	D	D	R	*	*
2. Agreement (Subject-Verb)	I	D	D	R	I-D	O	
C. Classification of Verbs According to Relationship to Rest of Sentence		I	D	R	I-D	*	*
1. Action		I	D	R	I-D	*	*
a. Transitive		I	D	R			
b. Intransitive		I	D	R			
2. State of Being		I	D	R	*	*	*
3. Linking		I	D	R	*	*	*
III. Basic Sentence Patterns							
A. Three Sentence Patterns							
1. Subject - Verb	I	D	R	R	R	*	*
2. Subject - Verb - Object	I	D	R	R	R	*	*
3. Subject - Linking Verb - Complement	I	D	R	R	R	*	*
a. Substantive Complement Pattern			I	D	*	*	*
b. Adjective Complement Pattern			I	D	R	*	*
B. Cases in the Three Patterns			I-D	R	R	*	*

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	Grade						
	K-6	7	8	9	10	11	12
1. Use of Cases			I-D	R	R	*	*
a. The nominative Case			I-D	R	R	*	*
b. The Objective Case			I-D	R	R	*	*
c. Possessive Case			I-D	R	R	*	*
2. Case Forms			I-D	R	R	*	*
a. Nouns			I-D	R	R	*	*
b. Pronouns			I-D	R	R	*	*
IV. Modifiers							
A. Fundamental Concepts in the First Three							
Basic Patterns	I-D	R	R	R	R	*	*
B. Modifiers of Substantives (Adjectives)							
1. Types of Substantive Modifiers		I-D	R	R	*	*	*
a. Descriptive Adjectives		I-D	R	R	*	*	*
b. Numerical Adjectives		I-D	D	R	*	*	*
c. Demonstrative Adjectives		I-D	D	R	*	*	*
d. Indefinite Adjectives		I-D	D	R	*	*	*
e. Articles		I-D	D	R	*	*	*
f. Possessives		I	D	D	*	*	*
(1) Possessives of Personal Pronouns		I	D	D	*	*	*
(2) Possessives of Indefinite Pronouns		I	D	D	*	*	*
(3) Possessives of Nouns		I	D	D	*	*	*
2. The Adjective Complement		I	D	R	*	*	*
C. Modifiers of Verbs (Adverbs)							
1. Types of Verb Modifiers		I-D	R	R	R	*	*
a. Adverbs of Time		I-D	R	R	R	*	*
b. Adverbs of Place		I-D	R	R	R	*	*
c. Adverbs of Manner		I-D	R	R	R	*	*
2. Verb/Adverb Combinations		I-D	R	R	R	*	*
D. Modifiers of Modifiers (Adverbs)		I	D	R	R	*	*
1. Modifiers of Adjectives		I	D	R	R	*	*
2. Modifiers of Adverbs		I	D	R	R	*	*

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	Grade						
	K-6	7	8	9	10	11	12
E. Comparison							
1. The Three Degrees of Comparison		I-D	D	R	*	*	*
a. Positive Degree		I-D	D	R	*	*	*
b. Comparative Degree		I-D	D	R	*	*	*
c. Superlative Degree		I-D	D	R	*	*	*
2. Comparison of Adjectives		I-D	D	R	*	*	*
a. Adjectives Which Can Be Compared		I-D	D	R	*	*	*
(1) Descriptive		I-D	D	R	*	*	*
(2) Indefinite		I-D	D	R	*	*	*
b. Forming the Comparative and Superlative Degrees		I-D	D	R	*	*	*
(1) Comparison Involving Degrees of Greater Intensity		I-D	D	R	*	*	*
(a) Comparison using *-er* and *est*		I-D	D	R	*	*	*
(b) Comparison using *-more* and *most*		I-D	D	R	*	*	*
(c) Irregular Comparison		I-D	D	R	*	*	*
(2) Comparison Involving Degrees of Less Intensity		I-D	D	R	*	*	*
3. Comparison of Adverbs		I	D	R	R	*	*
a. Adverbs Which Can Be Compared		I	D	R	R	*	*
b. Forming the Comparative and Superlative Degrees		I	D	R	R	*	*
(1) Comparison Involving Degrees of Greater Intensity		I	D	R	R	*	*
(a) Comparison using *-er* and *-est*		I	D	R	R	*	*
(b) Comparison using *more* and *most*		I	D	R	R	*	*
(c) Irregular Comparison		I	D	R	R	*	*
(2) Comparison Involving Degrees of Less Intensity		I	D	R	R	*	*
V. Conjunctions							
A. Coordinating Conjunctions		I-D	R	R	R	R	*
B. Pairs of Conjunctions (Correlative Conjunctions)				I-D	R	R	*
C. Subordinating Conjunctions				I-D	R	R	*

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	Grade						
	K-6	7	8	9	10	11	12
D. Adverbial Conjunction				I-D	R	R	*
VI. Appositives							
A. Form of the Appositive			I-D	D	*	*	*
B. Function of the Appositive			I-D	D	*	*	*
1. Restrictive Appositives				I-D	*	*	*
2. Non-Restrictive Appositives				I-D	*	*	*
VII. Types of Sentences	I	D	R	R	R	*	*
A. Declarative Sentences	I	D	R	R	R	*	*
B. Imperative Sentences	I	D	R	R	R	*	*
C. Interrogative Sentences	I	D	R	R	R	*	*
D. Exclamatory Sentences	I	D	R	R	R	*	*
VIII. Phrases							
A. Verb Phrases	I	D	R	R	O	*	*
B. Prepositional Phrases	I	D	R	R	R	*	*
1. Form of the Prepositional Phrase	I	D	R	R	R	*	*
2. Functions of the Prepositional Phrase		I-D	D	R	R	*	*
IX. Clauses							
A. Types of Clauses							
1. The Dependent Clause			I-D	D	R	R	*
2. The Independent Clause			I-D	D	R	R	*
B. Independent Clauses, Dependent Clauses, and Phrases Compared			I-D	D			
1. Phrases Within Clauses			I-D	D			
2. Clauses Within Phrases			I-D	D			
3. Clauses Within Clauses			I-D	D			
C. Types of Dependent Clauses				I-D		O	R
1. Noun Clause				I-D		O	R
a. Form of the Noun Clause				I-D		O	R
b. Function of the Noun Clause				I-D		O	R
c. Types of Noun Clauses				I-D		O	R
d. Some Special Notes of the Noun Clause				I-D		O	R
2. The Adjective Clause				I-D		O	R
a. Form of the Adjective Clause				I-D		O	R
b. Function of the Adjective Clause				I-D		O	R
(1) Restrictive Adjective Clauses				I-D		O	R
(2) Non-Restrictive Adjective Clauses				I-D		O	R

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	Grade						
	K-6	7	8	9	10	11	12
3. The Adverb Clause				I-D		O	R
a. Form of the Adverb Clause				I-D		O	R
b. Function of the Adverb Clause				I-D		O	R
(1) Restrictive Adverb Clauses				I-D		O	R
(2) Non-Restrictive Adverb Clauses				I-D		O	R
X. Classifying Sentences According to Structure				I-D		D	D
A. Simple				I-D		D	D
B. Compound				I-D		D	D
C. Complex				I-D		D	D
D. Compound-Complex				I-D		D	D

PARKLAND SCHOOL DISTRICT
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	Grade						
	K-6	7	8	9	10	11	12
I. The Period, The Question Mark, and the Exclamation Point							
A. The Period	I-D	R	R	R	*	*	*
1. At the End of a Sentence		R	R	R	*	*	*
2. In Abbreviations		R	R	R	*	*	*
3. Quotations		R	R	R	*	*	*
4. With Parentheses		R	R	R	*	*	*
5. With Commas		R	R	R	*	*	*
B. The Question Mark	I-D	R	R	R	*	*	*
1. Direct Questions		R	R	R	*	*	*
2. Indirect Questions		R	R	R	*	*	*
3. Polite Requests		R	R	R	*	*	*
4. Questions Within a Sentence		R	R	R	*	*	*
5. Uncertain Information		R	R	R	*	*	*
6. Inside or Outside Quotation Marks?		R	R	R	*	*	*
C. The Exclamation Point	I-D	R	R	R	*	*	*
1. Emphatic Interjections		R	R	R	*	*	*
2. Exclamatory Phrases, Clauses & Sentences		R	R	R	*	*	*
3. Forceful Commands		R	R	R	*	*	*
4. Inside or Outside Quotation Marks?		R	R	R	*	*	*
II. The Comma							
A. Items + Words in a Series	I-D	R	R	R	*	*	*
B. Prepositional Phrases in a Series		I-D	R	R	*	*	*
C. Clauses in a Series				I-D	*	*	*
D. Independent Clauses				I-D	*	*	*
E. Introductory Phrases and Clauses				I	*	*	*
F. Introductory Modifiers				I		R	R
G. Nonrestrictive Phrases and Clauses				I		R	R
H. Appositives	I	D	D	D		R	R
I. Subordinate Clause After Independent Clause				I		D	R
J. Interrupters			I	D		R	R
K. Quotations	I-D	R	R	R	R	R	R
L. Dates	I-D	R	R	R	R	R	R
M. Addresses and Place Names	I-D	R	R	R	R	R	R
N. Titles and Degrees				I-D	R	R	R
O. Direct Address		I-D-R	R	*	R	R	*

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	Grade K-6	7	8	9	10	11	12
P. Omitted Words					I-D-R	R	*
Q. With Quotation Marks	I-D	R	R	R		R	*
III. The Semicolon and the Colon							
A. The Semicolon				I-D		R	*
1. With Independent Clauses				I-D		R	*
2. With Conjunctive Adverbs				I-D		R	*
3. With Internally Punctuated Series				I-D			*
4. As Comma Substitute				I-D		O	*
B. The Colon							
1. With Enumerations and Lists				I		R	*
2. With Formal Statements, Quotations, Questions				I			*
3. With Independent Clauses				I-D			*
4. Miscellaneous Uses of the Colon	I-D	R	R	R			*
IV. Parentheses and Brackets							
A. Parentheses	I-D	R	R	R			*
1. With Relevant but Not Vital Information	I-D	R	R	R			*
2. Miscellaneous Uses	I-D	R	R	R			*
B. Brackets				I			*
1. Editorial Changes and Comments				I			*
2. Parenthetic Material Within Parenthetic Material				I		R	*
V. Quotation Marks							
A. Quoted Speech	I-D	R	R	R	R	R	*
B. Quotes Within Quotes				I		R	*
C. Titles of Short Stories, 1-Act Plays, Poems	I-D	R	R	R	R	R	*
D. To Enclose Slang Words, Technical Terms, and Other Expressions That Are Unusual in Standard English					I	D	*
VI. The Dash and the Hyphen							
A. The Dash for Abrupt Breaks in Thought				I			
B. The Hyphen							
1. In Numbers and Fractions				I-D		*	*
2. Compounds with Self, ex., all	I-D	R	R	R		*	*
3. Family Relationships		I-D	R	R		*	*
4. Prefixes and Capitalized Root Words				I-D		*	*

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	Grade						
	K-6	7	8	9	10	11	12
5. Word Division at the End of a Line	I-D	R	R	R	R	R	*
C. With Suffixes - elect				I-D	R		*
VII. The Apostrophe							
A. Possession	I-D	R	R	R	R	R	*
B. Contractions	I-D	R	R	R	R	R	*
C. Plurals of Letters and Numerals				I-D	R	*	*
VIII. Italics and Ellipsis				I		R	*
A. Italics/Underlining				I		R	*
1. Reference to Books, Other Published Works, and Ships and Aircraft				I		R	*
2. Foreign Expressions				I			*
3. Words as Words				I			*
4. Emphasis				I			*
B. Ellipsis				I			*
1. Omissions in Quotation				I			*
2. Incomplete Presentation				I			*
3. Lengthy Omissions				I			*
IX. Capitalization							
A. Sentences	I-D	R	R	R	R	R	*
B. Quotations	I-D	R	R	R	R	R	*
C. The Words *I* and *O*	I-D	R	R	R	R	R	*
D. Names	I-D	R	R	R	R	R	*
E. Geographical Names	I-D	R	R	R	R	R	*
F. Regional Names and Nicknames	I-D	R	R	R	R	R	*
G. Streets, Buildings, Parks, and Companies	I-D	R	R	R	R	R	*
H. Organizations and Other Groups		I-D	R	R	R	R	*
I. Deity and Sacred Writings		I-D	R	R	R	R	*
J. Events, Eras, Prizes, Documents		I-D	R	R	R	R	*
K. Titles	I-D	R	R	R	R	R	*
X. Punctuation of Footnotes, Bibliographies, and Letters							
A. Punctuation of Letters	I-D	R	R	R	R	R	R
1. Personal Letter	I-D	R	R	R	R	R	R
2. Business Letter	I-D	R	R	R	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
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Scope and Sequence
Writing
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
I. Theory							
A. Sentence	I	D	R	*	*	*	*
1. Declarative	I	D	R	*	*	*	*
2. Imperative	I	D	R	*	*	*	*
3. Exclamatory	I	D	R	*	*	*	*
4. Interrogative	I	D	R	*	*	*	*
B. The Outline							
1. Form		I-D	R	R	R	R	*
2. Types		I-D	D	D	D	R	*
a. Topic		I-D	D	D	D	R	*
b. Sentence		I-D	D	D	D	R	*
C. Paragraph							
1. Form							
a. Topic Sentence		I-D	D-R	R	R	*	*
b. Support		I-D	D-R	R	R	*	*
(1) Fact or Detail		I-D	D-R	R	R	*	*
(2) Cause		I-D	D-R	R	R	*	*
(3) Reason		I-D	D-R	R	R	*	*
(4) Example		I-D	D-R	R	R	*	*
c. Transition		I	D	D	R	R	*
d. Conclusion		I-D	D-R	R	R	*	*
2. Development							
a. By Example			I-D	D	R	O	*
b. By Incident			I-D	D	R	O	*
c. By Fact			I-D	D	R	O	*
d. By Reason			I-D	D	R	O	*
e. By Comparison			I	D	R	O	*
f. By Contrast			I	D	R	O	*
3. Order			I-D	D	D-R	O	*
a. Chronological		I	I-D	D	D-R	O	*
b. Spatial			I-D	D	D-R	O	*
c. Importance			I-D	D	D-R	O	*
d. General to Particular			I-D	D	D-R	O	*
4. Unity			I	D	D	D-R	R
5. Types							
a. Descriptive		I-D	D-R	R	*	D	*

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	Grade						
	K-6	7	8	9	10	11	12
(1) Selecting Details		I-D	D-R	R	*	O	*
(2) Creating an Impression		I-D	D-R	R	*	O	*
b. Narrative		I-D	D-R	R	*	O	*
(1) Selecting Events		I-D	D-R	R	*	O	*
(2) Using Details		I-D	D-R	R	*	O	*
c. Expository							
(1) Explaining a Process			I-D	D	D	D	*
(2) Organizing a Comparison or Contrast				I-D	D	D	*
d. Opinion			I-D	D	*	O	*
e. Persuasive			I-D	D	*	O	*
6. Coherence			I-D	D	D	D	D
D. The Theme							
1. Form			I	D			
a. Introduction			I	D			
(1) Thesis			I	D			
(2) Central Idea			I	D			
b. Body			I	D			
c. Conclusion or Summary			I	D			
2. Types							
a. Expository							
(1) Letter							
(a) Personal	I-D	D	*	*	*	D	*
(b) Business	I-D	D-R			I-D	D	D
(c) Request		I-D			D	D	R
(2) Critical Analysis				I	O	O	O
(3) Explication (poetry)					O	O	O
(4) Argumentative					O	O	O
(5) Critique					O	O	O
(6) Informal Essay					O	O	O
E. Creative Composition	I	D	D-R	R	O	O	O
F. Research Skills (see library curriculum guide)	I-D	D			I-D	O	O
II. Skills							
A. Sentence							
1. Fragment	I	D	D	D	D	D	R

English
Scope and Sequence
Writing
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
2. Run On	I	D	D	D	D	D	R
3. Misplaced Modifiers		I	D	D	D	D	R
4. Dangling Modifiers				I-D	R	R	R
5. Consistency in Tense				I-D	D	D	R
B. Outline							
1. Form							
a. Indentation	I	D	R	R	R	*	*
b. Arrangement of Numbers and Letters	I	D	R	R	R	*	*
c. Parallelism			I	D	D		*
2. Coherence			I	D	D	D	D
C. Paragraph							
1. Placement of Topic Sentence		I	D	D	D-R	R	*
2. Development of Body		I	D	D	D-R	R	*
3. Use of Transitions			I	D	D-R	R	*
4. Effectiveness of Closing Sentence		I	D	D	D-R	R	*
5. Unity			I	D	D-R	R	*
6. Coherence			I	D	D-R	R	*
7. Proofreading	I	D	D	D	D-R	R	*
8. Types							
a. Descriptive		I-D	D-R	*		I-D	*
b. Narrative		I-D	D-R	*			*
c. Expository			I-D	D	D	D	*
d. Opinion			I-D	R		O	*
e. Persuasive			I-D	R		*	*
D. Creative Composition		I-D	D	D	O	O	O
E. Theme							
1. Development of Introduction				I			
2. Development of Body				I			
3. Transitions from Paragraph to Paragraph				I			
4. Development of Conclusion or Summary				I			
5. Expository							
a. Letter							
(1) Personal							
(a) Parts	I	D-R			I-D	R	*
((1)) Heading	I	D-R			I-D	R	*
((2)) Saluation	I	D-R			I-D	R	*

English
Scope and Sequence
Writing
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
((3)) Body	I	D-R			I-D	R	*
((4)) Closing	I	D-R			I-D	R	*
((5)) Signature	I	D-R			I-D	R	*
(b) Content		I-D			I-D		*
((1)) Invitation		I-D			I-D		*
((2)) Thank You		I-D					
(2) Business							
(a) Parts	I	D-R			I-D	D	D
((1)) Heading	I	D-R			I-D	D	D
((2)) Inside Address	I	D-R			I-D	D	D
((3)) Saluation	I	D-R			I-D	D	D
((4)) Body	I	D-R			I-D	D	D
((5)) Closing	I	D-R			I-D	D	D
((6)) Signature	I	D-R			I-D	D	D
(b) Content							
((1)) Request		I-D			D	D	*
((2)) Claim		I-D			D	O	*
((3)) Introduction							I-D
b. Critical Analysis					O	O	O
(1) Introduction					O	O	O
(2) Development of Thesis (Body thru Support)					O	O	O
(a) Quotes					O	O	O
(b) Paraphrase					O	O	O
(c) Summation					O	O	O
(d) Personal Interpretation					O	O	O
(3) Draw Conclusion					O	O	O
c. Argumentative					O	O	O
d. Explication (poetry)					O	O	O
(1) Introduction					O	O	O
(2) Development of Thesis (Body thru Support)					O	O	O
(a) Extract Meaning					O	O	O
(b) Identify Theme					O	O	O
(c) Identify Tone					O	O	O
(d) Identify Mood					O	O	O

English
Scope and Sequence
Writing
Career, Gen./V.T.

Grade

	K-6	7	8	9	10	11	12
(e) Identify Figures of Speech					0	0	0
(f) Identify Other Elements					0	0	0
(3) Draw Conclusion					0	0	0
e. Critique (optional)					0	0	0
(1) Introduction					0	0	0
(2) Development of Thesis (Body thru Support)					0	0	0
(a) Quotes					0	0	0
(b) Paraphrase					0	0	0
(c) Summation					0	0	0
(d) Personal Interpretation					0	0	0
(3) Summary					0	0	0
f. Informal Essay (optional)					0	0	0
(1) Introduction					0	0	0
(2) Development of Support					0	0	0
Through:							
(a) Argumentation					0	0	0
(b) Personal Point of View					0	0	0
(c) Clarity					0	0	0
(d) Conciseness					0	0	0
(e) Validity of Content					0	0	0
(3) Conclusion					0	0	0
6. Style							
a. General							
(1) Diction (Choice of Words)				I		D	R
(2) Types of Sentences							
(a) Varied				I		D	R
(b) Unity				I		D	D-R
(c) Coherence				I		D	D-R
(d) Avoiding Monotony				I		D	D-R
((1)) Sentence Beginning				I		D	D-R
((2)) Modifiers							
((a)) Word							I-D-R
((b)) Phrase							I-D-R
((c)) Clause							I-D-R
(e) Point of View				I		D	D-R

English
Scope and Sequence
Writing
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
III. Usage							
A. Levels							
1. Standard			I	D-R	*	R	*
a. Informal			I	D-R	*	R	*
b. Formal			I	D-R	*	R	*
2. Nonstandard			I	D-R	*	R	*
B. Adjectives - Comparison (positive/comparative/ superlative)		I	D-R	*	*	O	*
C. Adverbs - Characteristics		I	D-R	*	*	O	*
D. Auxiliary Verbs		I-D	R	R	*	O	*
1. To be		I-D	R	R	*	O	*
2. To have		I-D	R	R	*	O	*
3. To do		I-D	R	R	*	O	*
4. Shall		I-D	R	R	*	O	*
5. Will		I-D	R	R	*	O	*
6. Should		I-D	R	R	*	O	*
7. Would		I-D	R	R	*	O	*
8. May		I-D	R	R	*	O	*
9. Might		I-D	R	R	*	O	*
10. Can		I-D	R	R	*	O	*
11. Could		I-D	R	R	*	O	*
12. Must		I-D	R	R	*	O	*
13. Let		I-D	R	R	*	O	*
14. Need		I-D	R	R	*	O	*
15. Used to		I-D	R	R	*	O	*
E. Case of Pronouns			I-D	D	R	*	*
1. Nominative			I-D	D	R	*	*
2. Objective			I-D	D	R	*	*
3. Possessive			I-D	D	R	*	*
F. Conjunctions							
1. Coordinating			I-D	R	R	*	*
2. Correlative			I-D	R	R	*	*
3. Subordinating				I-D	R	*	*
4. Conjunctive Adverb				I-D	R	*	*
G. Pronoun Antecedent Agreement			I-D	D	D	D	R

English
Scope and Sequence
Writing
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
H. Subject Verb Agreement	I	D	D	D	D	D	R
I. Tense Consistency				I	D	D	R
J. Glossary of Usage Problems		I-D	R	R	R	R	R
1. accept/except		I-D	R	R	R	R	R
2. affect/effect		I-D	R	R	R	R	R
3. allusion/illusion		I-D	R	R	R	R	R.
4. alumni/alumnae		I-D	R	R	R	R	R
5. amount/number		I-D	R	R	R	R	R
6. bad/badly		I-D	R	R	R	R	R
7. between/among		I-D	R	R	R	R	R
8. bring/take		I-D	R	R	R	R	R
9. could/have		I-D	R	R	R	R	R
10. farther/further		I-D	R	R	R	R	R
11. fewer/less		I-D	R	R	R	R	R
12. good/well		I-D	R	R	R	R	R
13. imply/infer		I-D	R	R	R	R	R
14. in/into		I-D	R	R	R	R	R
15. lay/lie		I-D	R	R	R	R	R
16. leave/let		I-D	R	R	R	R	R
17. like/as		I-D	R	R	R	R	R
18. rise/raise		I-D	R	R	R	R	R
19. sit/set		I-D	R	R	R	R	R
20. which/that/who		I-D	R	R	R	R	R
21. who/whom		I-D	R	R	R	R	[illegible]
22. double negatives		I-D	R	R	R	R	[illegible]
23. a/an		I-D	R	R	R	R	R
24. capital/capitol		I-D	R	R	R	R	R
25. their/there/they're		I-D	R	R	R	R	R
26. it's/its		I-D	R	R	R	R	R
27. to/too/two		I-D	R	R	R	R	R
28. of/have		I-D	R	R	R	R	R

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Required Writing
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
Outline		x	x	x	x	x	x
Paragraph (s)		(2)	(10)	(6)	(4)	(4)	(6)
Descriptive		1	2			1	1
Narrative		1	2				
Expository			2	2	4	3	1
Opinion			2	2			4
Persuasive			2	2			
Letters		(4)			(4)	(4)	(2)
Business					3	2	1
Personal					1	1	
Request						1	
Introduction							1
Creative Writing		(4)	(2)	(1)	Optional	Optional	Optional
Theme				(3)*			
Total Required Writings		(10)	(12)	(10)	(8)	(8)	(8)

Note: It is strongly suggested that all writing be done throughout the year rather than as a blocked unit of instruction.

*Concentrates on form not type.
At least one-half of writings should be based on literature.

PARKLAND SCHOOL DISTRICT
Secondary Schools
English
Scope and Sequence
Speech
Career, Gen./V.T.

	Grade						
	K-6	7	8	9	10	11	12
I. Speech - Preparation	I	O	D	O	D	O	O
A. Content	I	O	D	O	D	O	O
1. Selection of topic and purpose	I	O	D	O	D	O	O
2. Gather material	I	O	D	O	D	O	O
3. Organization	I	O	D	O	D	O	O
a. Introduction	I	O	D	O	D	O	O
b. Body	I	O	D	O	D	O	O
c. Conclusion	I	O	D	O	D	O	O
4. Preparation of note cards	I	O	D	O	D	O	O
5. Rehearsal	I	O	D	O	D	O	O
B. Delivery	I	O	D	O	D	O	O
1. Eye contact	I	O	D	O	D	O	O
2. Use of voice	I	O	D	O	D	O	O
a. Expressiveness (tone, inflection)	I	O	D	O	D	O	O
b. Pitch and volume	I	O	D	O	D	O	O
c. Enunciation	I	O	D	O	D	O	O
3. Posture and body use	I	O	D	O	D	O	O
4. Audience reaction	I	O	D	O	D	O	O
5. Composure	I	O	D	O	D	O	O
II. Speech - Types	I	O	D	O	D	O	O
A. Demonstration							
B. Persuasive							
C. Introduction							
D. Information							
E. Debate							
F. Book Report	Note:						
G. Personal Experience							
H. Opinion							
I. Panel Discussions							
J. Impromptu							
K. Entertain							
L. Nomination							
M. Acceptance							
N. Presentation							
O. Parliamentary Procedure							
P. Oral Interpretation							

Students are to present speeches in grades 8 and 10. Type and number are at the discretion of each teacher. Teachers at other grade levels are also encouraged to have students present speeches as part of their instructional program.

7th grade

Department: English
Grade: 7
Course: English | Level II, G/HP* | Development Team: English Department

Course Description:

The seventh grade curriculum is centered around an extensive study of grammar, grammatical constructions, and their carry-over into units of literature and composition. In order to develop an appreciation and an understanding for the various types of literature, the course introduces the student to the short story, the novel, and the similarities between the two, poetry, and the art of composition, especially the development of the paragraph. The study of vocabulary is presented through a vocabulary textbook.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech (optional)

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Note: *G/HP - Gifted/High Potential Program

Asterisks identify components of the curriculum guide that reflect higher level thinking skills that may be used with gifted students. When possible, the components should be used "in place of" rather than "in addition to" the regular program. These higher level thinking skill components should not be used exclusively in the gifted courses. Rather they should be used with any groups that you feel may benefit from the experience. However, research and our own experience tell us that gifted and very capable students may handle the components more consistently and to a greater degree of success than students in the regular program.

Department: English
Grade: 7
Course: English Level: G/HP* II Unit: Literature

Overview of Unit:

Parkland bases its literature program upon the principle that literature is a major area of study. It is our extension of the classroom through which teachers expose the students to characters, life situations, environments, values, and our heritage. Via the various genres, instructors encourage the students to mature as they question their relationship to the complexities inherent in each grade's poetry, prose, and drama.

Major emphasis on genre begins in ninth grade and continues with its culmination in twelfth grade at which time the students should have been exposed to all literary skills necessary to appreciate and analyze the various genres of literature.

Suggested Instructional Time:

8-10 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. identify and define the genre of short story and pertinent subcategories from previous grades.
2. identify the following terms of the short story: plot (exposition, complication, climax, denouement); characterization (antagonist, protagonist, mental trait, physical trait, behavioral trait); setting, time, and atmosphere.
3. identify the mental and physical traits of the major characters.
4. identify the behavioral traits of the major characters.
5. form a plot line for a short story.
6. develop the setting for a short story.
7. read a minimum of four short stories in Wide, Wide World of Literature.

Department: English
Grade: 7
G/HP*
Course: English Level: II Unit: Literature

Novel

1. identify and define the genre of the novel in terms of its types of elements.
2. identify and define the following elements of the novel: plot, characterization, setting, and climax.
3. recognize the difference between a short story and a novel.
4. read a minimum of two of the following novels: Shane, The Adventures of Tom Sawyer, The Yearling, Tuned Out, True Grit.

Poetry

1. identify and define the genre of poetry and its pertinent subcategories.
2. identify and define free verse, stanza, couplet, quatrain, rhyme scheme, personification, imagery, and ballad.
3. recognize rhyme and the following figures of speech: simile, metaphor, personification, onomatopoeia, imagery.
4. recognize the following types of poetry: ballad, limerick, haiku; and theme or statement.
5. write an example of the following: simile, metaphor, personification, onomatopoeia, limerick, haiku, couplet, and quatrain.

Drama

1. recognize drama as a separate genre of literature.
2. define the terms drama, characterization, protagonist, and antagonist.
3. defferentiate between drama and these literary genre after having been exposed to the short story and the novel.

Suggested Evaluation:

Course: English Grade: 7 Level: G/HP* 11 Unit: Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Education)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
	Kit	CRC-420 (T) English Career Opportunities kit.
Short Story - A minimum of four short	stories must be read from the textbooks.	Wide Wide World of Literature, Pooley, Grommon and Daniel, (Scott Foresman) 1963.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, setting. (intergroup)	Have students read a short story and define plot, characterization, and setting--emphasizing the simplicity of each element.	Wide Wide World of Literature: pp. 217-288, 409-468.
	*Have students read London's "To Build a Fire"; after answering factual questions students receive "survival item" slips; compile escape route for story's end.	A Christmas Carol, Irving (Perfection Form Co.) Legend of Sleepy Hollow, Dickens (Perfection Form) "I'll See You Never", Growth in English, p. 167
	Filmstrip	FS-808.3 (S,T) How To Read A Short Story

Course: English Grade: 7 Level: G/HP* II Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
A character may be identified by mental and physical traits and may be labeled as major and minor. (intergroup)	Have students discuss mental and physical traits of characters in stories read.	Wide Wide World of Literature A Christmas Carol Legend of Sleepy Hollow
	After reading a short story, have students review an illustrated version of the story and/or a filmstrip to see an artist's presentation.	
	After reading a short story, have students write a brief paragraph describing the mental and physical traits of a student in the classroom.	
	Have students write a character sketch as a riddle.	
	Have students write a character sketch comparing a fruit to a person using physical appearance.	
	Filmstrips	FS-808.88 (T) A Christmas Carol FS-813 (T) The Legend of Sleepy Hollow FS-808.88 (T) Rip Van Winkle FS-813 (S) Washington Irving Collection
	Videotape	VT-0-1285 Wordshop Series: Characters in Stories (I.U.) VT-0-1299 Wordshop Series: Character Playing (I.U.)
	*Have students: --create a "Classic Comic, e.g., Mad Magazine satire --pencil sketch portrait of character done from details in story.	

Course: English Grade: 7 Level: G/HP* II Unit: Literature Page 3

Content/Concepts	Suggested Activities	Suggested Resources
A plot is identified by exposition, complication, climax, denouement.	Have students read a short story and define these terms in the plot.	Wide Wide World of Literature A Christmas Carol The Legend of Sleepy Hollow
	Given a situation and a plot line, start with a student in class and continue orally and identify terms as they develop.	
	Have students take a TV show and plot it.	
	Videotapes.	VT-0-1288 Wordshop Series: Structure (I.U.) VT-0-1287 Wordshop Series: Action Stories (I.U.)
Time and atmosphere are important in the creation of the setting of a short story.	Have students discuss the time and atmosphere of the setting.	Wide Wide World of Literature A Christmas Carol The Legend of Sleepy Hollow
	Videotape	VT-0-1286 Wordshop Series: Setting in Stories (I.U.)
Novel - A minimum of two of the following novels must be read:		The Adventures of Tom Sawyer, Twain (Houghton Mifflin) The Yearling, Rawlings (Scribner's & Sons Tuned Out, Mojciechowska (Dell) True Grit, Partis (North American Library Shane, Schaefer (Houghton-Mifflin)

Course: English **Grade:** 7 **Level:** G/HP* II **Unit:** Literature

Content/Concepts	Suggested Activities	Suggested Resources
A novel is an extended fictional prose narrative. (intergroup)	Have students read novels emphasizing the length and complexity of the narrative.	Any of novels listed on preceding page.
	Filmstrips	FS-810.9 (S,T) Tom Sawyer: Analysis and Evaluation FS-813 (S,T) Tom Sawyer Whitewashes the Fence FS-812 (S,T) Shane FS-813 (T) Tuned Out FS-813 (S,T) The Yearling
The plot of a novel is a series of actions that are causally related and that move in a logical sequence to a resolution of the conflict.	Have students identify conflict and the related actions that advance the plot. After reading a novel have students discuss the resolution of the conflict.	Any of novels listed.
The characterization of a novel is the creation of imaginary persons so credible that they exist for the reader as real within the limits of fiction.	Have students discuss mental and physical traits of characters. Encourage students to relate personal experiences which mirror the behavior of characters in a novel emphasizing the "realness" of the fictional creations. Have students give an oral recitation of dialogue from a novel. Have students prepare an audiotape dealing with high interest levels from a novel. *Have students listen to 3 musical pieces: develop a typical character from each.	Any of novels listed.

Content/Concepts	Suggested Activities	Suggested Resources
The setting of a novel is the physical, and sometimes spiritual, background against which the action of a narrative takes place.	Before reading a novel, explain the historical background--time, place and attitude--of the setting.	Any of novels above
	While reading novel, have students discuss relationships of the setting to the plot and characters.	
	After reading a novel, have students illustrate some part of the setting.	
	Lecture on the author's life.	
	Record/Cassettes	RC-817 (T) The Best of Mark Twain RC-817 (T) Hal Holbrook in Mark Twain Tonight RC-817 (T) More of Hal Holbrook in Mark Twain CA-813 (T) The Adventures of Tom Sawyer RC-813 (S) Mark Twain's Life on the Mississippi
	Filmstrips	FS-817 (T) The World of Mark Twain FS-978 (T) The West: The Way It Was
The climax of a novel is the part of the story where the main character is confronted by the need to react to an opposing force.	Have students identify climax.	Any of novels above

Course: English Grade: 7 Level: G/HP* II Unit: Literature Page 6

Content/Concepts	Suggested Activities	Suggested Resources
A novel is longer than a short story and gives the reader a more intimate knowledge of characters, settings, and the possibilities of subplots showing how lives of minor characters intertwine and affect the lives of main characters.	Emphasize the complexity of characters, settings and plot and subplots.	Any of novels above
	Record: Interview with author	RC- (S) Mai W. from Tuned Out
	Have students write an autobiographical sketch focusing on elements of concreteness, exaggeration, dialect ala Twain's style.	Adventures for Readers, Book II "Boyhood Reminiscences"
Poetry		
Poetry is a patterned form of verbal or written expression of ideas in concentrated, imaginative, and rhythmical terms. Poetry usually contains rhyme and a specific meter.	Define poetry; compare the form and content of a sample paragraph to that of a poem.	Voices, Summerfield, (Rand McNally), 1969 Wide Wide World of Literature, pp. 261-270, 482-484
	Use a station approach to the 8 types of short poems.	Teaching Poetry Today
	Videotape	VT-0-1293 Wordshop Series: Poems as Rhythms (I.U.)
	Visual Masters	PRO-808.1J (T) Visual Masters for Teaching Poetry
Free verse consists of lines that do not have a regular meter and do not contain rhyme.	Define free verse and read an example.	"Wonder Wonder", Kandel, Voices, p. 41
A stanza is a division of a poem based on thought or form. Stanzas based on form are marked by their rhyme scheme. Stanzas are known by the number of lines they contain.	Define stanza and read an example.	Voices Wide Wide World of Literature
	Have each student write one original line of poetry. Have class move around room, pick 4 favorite lines, rework into stanza.	

Content/Concepts	Suggested Activities	Suggested Resources
A couplet is two lines of verse that rhymes a a.	Define a couplet and read an example.	"The Hunters", Freedman, Voices, p. 91
A quatrain consists of four rhymed lines. The rhyme takes various forms (a a a a, a b a b, a b b a, a a b b, a b a c). The quatrain is the most common stanza form in English.	Define a quantrain and read an example.	"The Ups and Downs of the Elevator Car", Emerson, Voices, p. 68
Rhyme scheme is the pattern or sequence in which the rhyme occurs. The first sound is represented or designated as a, the second sound is designated as b, and so on. When the first sound is repeated, it is designated as a also.	Explain rhyme scheme and have the students letter the scheme in several poems. Have students write an original poem, using rhythm and rhyme.	Voices Wide Wide World of Literature
Personification is the giving of human characteristics to inanimate objects, ideas, or animals. (intergroup)	Define personification and have students identify the figure of speech in a poem. Have students write a riddle personifying an object.	"The Wreck of the Hesperus", Longfellow, Wide, Wide World of Literature, pp. 482-484
	Filmstrip	FS-811 (T) The Wreck of the Hesperus and Casabianca
Imagery is the collection of images within a literary work or a unit of a literary work.	Define imagery and have students cite examples in a poem.	Voices Wide Wide World of Literature

Course: English Grade: 7 Level: G/HP* II Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
A ballad is a narrative poem meant for singing. It often contains dialogue and repeated lines and phrases (refrains). Early ballads were not written down; most authors are unknown - many ballads tell violent and dramatic stories about topics such as murder, shipwreck, or hopeless love.	Define a ballad and have students read examples.	"The Streets of Loredo", Voices, p. 59
	Have students write a ballad based on a news article.	
	Have students work a refrain into a ballad. Assign from a newspaper.	
	Filmstrip	FS-821 (T) The Highwayman FS-811 (T) The Cremation of Sam McGee
Rhyme (also spelled rime) is the similarity or likeness of sound existing between two words. A true rhyme should consist of identical sounding syllables that are stressed and the letters preceding the vowel sounds should be different.	Define rhyme and have students identify rhyme in several poems.	Voices Wide Wide World of Literature
A simile is a direct or explicit comparison between two usually unrelated things indicating a likeness or similarity between some attribute found in both things.	Define simile and have students identify the figure of speech in a poem.	"The Wreck of the Hesperus"
	*Have students prepare a catalog of similes using abstract nouns as topics.	
	Cassette	CA- (T) Elements of Poetry: Similes and Metaphors
A metaphor is an implied comparison between two usually unrelated things indicating a likeness or analogy between attributes found in both things. A metaphor, unlike the simile, does not use like or as to indicate comparison.	Define metaphore and have students identify the figure of speech in a poem.	"The Toaster", Smith, Voices, p. 106
	Have students prepare a catalog of metaphors using abstract nouns as topics.	
	*Use Shakespearean excerpts for study.	

Content/Concepts	Suggested Activities	Suggested Resources
Onomatopoeia is the use of a word to represent or imitate natural sounds (buzz, crunch, tinkle, gurgle, sizzle, hiss).	Define onomatopoeia and have students identify the figure of speech in a poem.	"Ululation", Merriam, Voices, p. 17
A limerick is a five line nonsense poem with an anapestic meter. The rhyme scheme is usually a a b b a. The first, second, and fifth lines have three stresses; and the third and fourth have two stresses.	Define a limerick and read some examples. Have students write an original limerick. Filmstrip	A Lollygag of Limericks, Livingston (The Book Press), 1978 FS-808.1 (T) Limericks
A haiku is a form of Japanese poetry which states in three lines of five, seven, and five syllables a clear picture designed to arouse a distinct emotion and suggest a specific spiritual insight. (intergroup)	Define a haiku and read some examples. Have students read an original haiku.	Haiku: The Novel of the Earth, Atword, (Scribner's & Sons), 1971 Haiku in English, Henderson, (Tuttle Co.), 1967
A theme in poetry is the abstract concept which is made concrete through its representation in person, action, and image in the work.	Define theme and have students identify the theme in several poems.	Voices Wide Wide World of Literature
Drama		
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events.	Have students read a play explaining that it relies on dialogue and a sequence of actions to recreate.	Plays to Remember, Maloney, (MacMillan), 1970

Content/Concepts	Suggested Activities	Suggested Resources
Characterization is the creating of believable fiction personalities.	While reading a play, have the students discuss the personalities of the characters.	Plays to Remember
	Have students reread the play aloud assigning the characters' roles to fit the personalities of the students in the class.	
The protagonist is the chief character in a play or story.	While reading a play, have the students identify the protagonist.	Plays to Remember
The antagonist is the character in fiction or drama who stands directly opposed to the protagonist.	While reading a play have students identify the antagonist.	Plays to Remember
The drama is different from the short story and novel in that its medium is dialogue and its form is act, scene, and line.	Have students read a play based on a short story or a novel and have the students discuss the differences from the original	"Sorry Wrong Numbers", Plays to Remember "The Lottery"
	Have class write short stories, select top 5 and rewrite as screenplay and videotape.	
	Cassette	CAS-813 (S) The Lottery and Other Stories (T) The Lottery

Course: English Grade: 7 Level: II, G/HP* Unit: Literature Page 11

Content/Concepts	Suggested Activities	Suggested Resources
	*Have students: --compare de Maupassart's "Necklace" short story and drama versions. --from given short story, prepare a movie scenario. --study an opera; the libretto will suggest emphasis on key elements of plotline.	
	Complete independent projects: --poetry theme presentation. --compare the relationship of fine arts to writing of a given period. --psychoanalyze a given author.	
	Other audiovisual materials for use in this unit:	
	Filmstrips FS-813 (S,T) The Man Without a Country FS-813 (S,T) Harte's The Luck of Roaring Camp FS-821 (T) Lochnivar FS-821 (T) The Charge of the Light Brigade FS-811 (T) Old Ironsides	FS-823 (T) Charles Dicken's "The Man" FS-811 (T) Curfew Must Not Ring Tonight FS-811 (T) Casey At the Bat FS-813 (T) Irving of Sunney Side FS-811 (T) Paul Revere's Ride
	Records RC-811 (T) American Story Poems, Sparer & Randolph RC-808.1 (T) Understanding and Appreciation of Poetry RC-813 (T) Rip Van Winkle RC-808.55 (T) Let's Say Poetry Together RC-821.08 (T) The Fun Makers - An Evening with the Humerists	RC-821.08 (T) Famous Poems That Tell Great Stories RC-821.08 (T) The Heart Speaks: Lyrics of Love RC-821.08 (T) America Listens to Literature RC-821.00 (T) A Treasury of Great Poetry
	Cassettes	CA-823 (T) Rudyard Kipling: The Jungle Book
	Transparencies - TR-808.3 (T) Construction of the Short Story	

Department: English
Grade: 7
Course: English Level: II, G/HP* Unit: Grammar and Punctuation

Overview of Unit:

The study of grammar and punctuation and, more specifically, the grammar scope and sequence developed for our district represents an effort to present a specific sequential set of concepts which will enable students to communicate effectively through speech and writing. The English department has agreed to (1) utilize materials and instructional procedures that contain traditional terminology, (2) have teachers of each grade level be responsible for a determined portion of the scope and sequence, and (3) except for a few elements, teach grammar and punctuation on an "as needed" basis in the eleventh and twelfth grades.

Suggested Instructional Time:

12-13 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. identify and define (I):
   - a. verbs according to the relationship to rest of sentence
   - b. possessives
   - c. adjective complements
   - d. modifiers of adjectives and adverbs (adverbs)
   - e. comparison of adverbs
3. identify, define, recognize and use in writing (I-D):
   - a. three properties of nouns and pronouns
   - b. types of substantive modifiers
   - c. modifiers of verbs (adverbs)
   - d. the three degrees of comparison
   - e. comparison of adjectives
   - f. coordinating conjunctions
   - g. the prepositional phrase as adjective and adverb

4. recognize and use in writing (D):
    a. tenses of verbs
    b. principal parts of verbs
    c. verb conjugations
    d. subject-verb agreement
    e. the three sentence patterns
    f. four basic types of sentences
    g. verb phrases
    h. prepositional phrases
5. identify and use in writing (I-D):
    a. the comma with prepositional phrases in a series
    b. the hyphen with family relationships
    c. capitalization with organizations and other groups, diety and sacred writings, and events, eras, prizes, and documents.
6. state rules of and use in writing (D):
   (the comma with appositives)

Suggested Evaluation:

Teacher-prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English Grade: 7 Level: G/HP* II Unit: Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
A knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing. Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.	Have students: Identify various definitions for common nouns. *Research nouns in different languages. Compile a dictionary of new nouns. *Label the nouns in the poem "Jabberwocky" Compete in noun game. *Invent and define five nouns. *Write a paragraph using newly invented words. *List and discuss synonyms for abstract nouns. *Invent an acronym. *Define a word made by ontonomasia.	Warriner's English Grammar and Composition, First Course, Franklin Edition, Warriner, (Harcourt, Brace, Jovanovich), 1982. Grammar and Punctuation Bibliographies, available from libraries of: High School Springhouse Troxell English Grammar and Composition: Complete Course, Warriner and Griffith (Harcourt, Brace, Jovanovich), 1977. Teacher resource handbook for interpretation of grammar rules Teacher prepared dittos for rules and exercises. Charts on parts of speech, function, and use.
	Filmstrips	FS-415 (S) Why Study Grammar FS-415 (S) Nouns FS-415 (S) Words Telling How, When, Where FS-415 (S) Words that Describe Things FS-415 (S) Words that Name Things FS-415 (S) Words Used Instead of Names FS-421 (T) Period, Question Mark, and Exclamation Point FS-421 (T) Comma and Semicolon

Course: English Grade: 7 Level: II G/HP* Unit: Grammar and Punctuation Page 2

Content/Concepts	Suggested Activities	Suggested Resources
	Select stronger verbs for a list of over used verbs in sentences.	
	*Substitute verbs by categorizing sense verbs.	
	Compile list of verb families.	Grid on parts of verbs
	Play musical selections and list verbs suggested by piece	
	List action verbs associated with various sports or leisure activities.	
	Complete Find and Fit Puzzle.	
	Verbo - Teacher bingo game reviewing verbs.	
	Filmstrips	FS-415 (S) Verbs FS-415 (S) Words That Show Action
	Identify adjectives and other parts of speech in sample student writing.	
	*Make concrete drawings illustrating adjectives.	
	Filmstrips	FS-415 (S) Adjectives
	*Use synonyms of common adverbs to complete stories with blanks.	
	Write "Tom Swifties."	The Game of Words, Espy, (Bramball House), 1972.
	Add a phrase to a basic sentence.	
	Play Simon Sez with prepositional phrases.	
	*Show how colloquialisms abuse prepositional phrases.	

Content/Concepts	Suggested Activities	Suggested Resources
	*Rewrite adjectives and adverbs in sentences as prepositional phrases.	
	Conduct word search for direct and indirect objects.	
	*Prepare a self-made language and others attempt to break the code.	
	Differentiate between sentences and fragments.	
	Do punctuation exercises.	
	Filmstrips	FS-421 (T) Punctuation, 4 pts. FS-415 (S) Using Punctuation Marks
	Reinforce grammar and punctuation rules through drill and writing.	

Department: English
Grade: 7
Course: English Level: II, G/HP* Unit: Writing

Overview of Unit:

The Parkland School District Writing Program exposes the student to the sentence, the outline, the paragraph, the theme, the letter, creative writing, and the research paper. The student receives multiple experiences in these types of writing while developing proficiency in the areas of usage and mechanics. The ultimate outcome is to prepare the student to communicate effectively in college and in society. Each grade reinforces and builds upon the concepts previously presented and adds new concepts.

Suggested Instructional Time:

6-8 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run on.
2. identify the form of the outline and the terms associated with it.
3. write an outline.
4. identify the form of the paragraph and the terms: topic sentence, conclusion, and transition.
5. identify a paragraph's supporting elements: fact or detail, cause, reason, and example.
6. write an outline for a paragraph.
7. identify chronological order in a paragraph.
8. proofread a paragraph for content and mechanical errors.
9. identify and write a descriptive paragraph.
10. identify and write a narrative paragraph.
11. write a creative paragraph or a creative composition.
12. write the following personal letters: invitation and thank you.
13. write the following business letter: request
14. show correct usage of adjectives, adverbs, auxiliary verbs, and subject-verb agreement.
15. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

G/HP*

Course: English **Grade:** 7 **Level:** II **Unit:** Writing Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Sentence - A group of words expressing a complete thought beginning with a capital letter and ending with a mark of punctuation.	Define sentence through lecture. Have students respond through their senses to the environment. They should use a complete sentence for each sense.	
(A. Misplaced modifier - When the modifier is placed too far from the word it modifies the effect of it is either lost or diverted to some other word and is considered "misplaced.")	*Have students develop topic sentences from a given cartoon.	
	Filmstrips	FS (S) Writing Through the Senses FS-425 (T) Basic Sentence Ingredients FS-415 (S) What is a Sentence FS-428 (S) Sentence Power
	Kit	Kit-808 (S) Every Sentence Has a Purpose Kit-808 (S) No More Run On Sentences Kit-808 (S) Recognizing Complete Sentence
	Pictures	PI-68 (T) The Development of Writing
Outline - An outline is written showing evidence of form. (study skill)	Have students: --write an outline for a paragraph. --write an outline for a speech. --outline a paragraph from a science book.	
An outline is arranging groups of related ideas in a sequence that will efficiently carry out the purpose of a paragraph as expressed in a summarizing sentence.	Use a ditto to show outline form. Add notes or outline in notebook.	
A. Form - A logical arrangement of major and minor divisions which conforms to certain conventions:		

Course: English **Grade:** 7 **Level:** II G/HP* **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
I. A. 1. 2. a. b. (1) (2) (a) (b) ((1)) ((2)) ((a)) ((b)) B. 1. 2. II. A. B. C. Topic - an outline using words or phrases but no complete sentences Sentence - an outline consisting of complete sentences for all main and secondary divisions.		

Course: English **Grade:** 7 **Level:** G/HP* II **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
Paragraph - A group of related sentences containing a topic sentence, transitions, support, and a concluding sentence.	Note: Students write at least 2 paragraphs sequence for required types. Give students ditto explaining terms. Have students write definition of a paragraph in notebook.	for this course. See scope and
Form - A paragraph is indented and shows evidence of a topic sentence, transitions, support, and a concluding sentence.	Filmstrips	FS-808.042 (T) Thinking Paragraphs
Topic sentence - The sentence that tells the reader clearly what point will be made in the paragraph.	Have students: --recognize from a list which are good and bad topic sentences. --write five sentences which are acceptable Filmstrip	FS-808.042 (T) Topic Sentence
Support - The sentences within a paragraph which fulfill the idea of the topic sentence. 1. Fact - When the topic sentence of a paragraph is clarified and developed by the use of specific details and concrete particulars. 2. Cause - The supporting material of the paragraph provides the data from which the conclusion (effect) is drawn as stated in the topic sentence.	Provide students with ditto to explain types. Have students: --come up with topics that reflect each. *--analyze a prominent figure's work. *--conduct interviews.	

Course: English Grade: 7 Level: G/HP* II Unit Writing Page 4

Content/Concepts	Suggested Activities	Suggested Resources
3. Reason - When the topic sentence states a general opinion, especially a debatable one, the point of view is supported by giving reasons.		
4. Example - When the paragraph consists of a series of sentences that provide instances or anecdotes of the more general statement in the topic sentence.		
Conclusion - A sentence found at the end of a paragraph which summarizes by restating, in different words, the topic sentence used at the beginning. It clinches the point made in the paragraph.	Have students: --write a definition of conclusion into notebook. --write a conclusion to an assigned paragraph. *--produce concluding sentences from a given cartoon.	
Transition - Within the paragraph it is the ease of movement between sentences aided by the skillful use of transitional devices.	Have students: --write definition in notebooks. --complete textbook exercises. Filmstrips	FS-808.042 (T) Paragraph Unity Power FS-808.042 (T) Paragraph Development
Chronological - Arrangement of sentences in a paragraph according to progress through time.	Give definition for chronological order and use order in a paragraph. Kit	Kit-808 (S) Putting Sentences Together

Content/Concepts	Suggested Activities	Suggested Resources
Descriptive paragraph - When details are used to present a central impression of persons, places, or objects.	Have students: --write a descriptive paragraph about a picture or poster. *--write a descriptive paragraph using another classmate as the subject.	Posters from library
Narrative - A paragraph which relates an incident containing plot, setting, and characters.	When doing the short story unit, have a group of four students create a short story. Later, each will write his/her own paragraph. *Have students: --write a story from differing viewpoints. --develop dialogue between 2 inanimate objects. --take an event from a student's life, prepare a short chapter ala Twain's style to add to the section on Tom's boyhood days.	
Creative composition - A writing based upon imagination that is not structured in form or content.	Note: Students will write at least 4 creative writings for this course. Have students write responses to photographs, music, newspapers.	
Personal letter - Friendly letter - Cordial statements of one's personal life.	Note: Students will write at least 4 letters for this course. See scope and sequence for required types.	
Personal letter - Thank you - A letter of thanks is a courteous acknowledgement of a gift or of something done for a person.	For types of letters, have students: --write definitions into their notebooks. --write a letter of each type.	All About Letters, U.S. Postal Service in cooperation with NCTE, 1982. Copy available from Curriculum Services
Letter of Request - A brief and direct letter which is written to request information or material.		

Course: English **Grade:** 7 **Level:** G/HP* II **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
The body of the claim letter may occur in chronological order. First, one states a pleasant, narrative background. Next, one gives the explanatory details, and last, one gives a direct request for adjustment.		
A paragraph should be proofread. (study skill)	Continually reinforce proofreading. View paragraphs on opaque or overhead projector, critique and rewrite. Have one-on-one conferences addressing items covered in the unit. *Involve students in writing contests.	
Usage		
Adjectives, adverbs, auxiliary verbs, and subject verb agreement are evident in writing.		Language Demon's Booklet, available from Curriculum Services
Usage problems occur in student writing.		
The student will be able to use sources in the library. (study skills)	Schedule library orientation program for students. See library curriculum guide for details of presentation.	Librarian

Note: See the unit entitled "Literature" for other writing topics.

Department: English
Grade: 7 C/HP*
Course: English Level: II Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with systematic vocabulary growth and enrichment of their vocabularies. Words have been selected on the basis of their appearance on standardized vocabulary lists that are recognized as a valid basis for teaching language skills, their frequency in present day books and mass media and their use in preferred oral communications. The differences in each grade level's program are reflected not only in the level of words presented but also in the difficulty of the sentences in which they are used and the contexts in which the student is required to apply them. The aim of the instructional program is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time:

1 period/week or 1 period/2 weeks - instruction should be spread over the entire school year. (5-7 weeks)

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).

Suggested Evaluation:

Course: English **Grade:** 7 **Level:** G/HP* II **Unit:** Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have the reading department introduce the series in conjunction with their vocabulary unit during the first 3 weeks of school. The purpose of the unit is to help students develop an understanding of unfamiliar words through structural analysis, homonyms, heteronyms, homographs, various context clues including synonyms and antonyms and word analogies. Then begin the program in your classes and continue with the activities according to your time commitment for this unit.	
	For "A" sections: Have students complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in class work depending on the time commitment.	Vocabulary Workshop, Level B Shostak (Sadlier-Oxford), 1977 Warriner's, Franklin Edition, Chapter 23.
	For "B" sections: Have students complete 50% of the activities in the vocabulary resource.	
	*Have students work independently on units.	FS-422 (T) Be A Word Detective, 5 pts.
	Filmstrips	FS-418 (S) Wordcraft, 3 pts.
	*Have students write a paragraph using words of the lesson.	

Department: English
Grade: 7
Course: English Level: II, G/HP* Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Certain fundamental principles are essential to understand and are best learned when they find expression in actual experience. Our students should gain self-conficence in their speaking abilities by giving speeches.

Suggested Instructional Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English Grade: 7 Level: G/HP* II Unit: Speech (optional)

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Teacher may give a sample speech and review aspects of content and delivery.	Warriner's, Franklin Edition, Chapter 26.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.	Have students give a demonstration speech lasting 4-6 minutes. Speech topics should be optional but suitable to a demonstration speech. Sample topics: --Orgami --How to tie a tie --How to make a sandwich	
	A critique check off list may be used for evaluation by students and teacher.	Teacher Resource: The Art of Speaking Made Simple, Gondin and Mammen (Doubleday & Co.), 1981.
	Records	RC-808.5 (S) Basic Speech Techniques RC-808.5 (S) The Making of a Speech

8th grade

Department: English
Grade: 8
Course: English Level: II, G/HP* Development Team: English Department

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Course Description:

The purpose of the eighth grade instruction is to further the students' knowledge in the following areas: grammar, literature, speech, composition, vocabulary, and areas of the humanities which will further his/her ability to cope with life and generally improve his/her attitude toward school and the adult world of responsibilities. Vocabulary is presented through a vocabulary textbook.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Note: *G/HP - Gifted/High Potential Program

Asterisks identify components of the curriculum guide that reflect higher level thinking skills that may be used with gifted students. When possible, the components should be used "in place of" rather than "in addition to" the regular program. These higher level thinking skill components should not be used exclusively in the gifted courses. Rather they should be used with any groups that you feel may benefit from the experience. However, research and our own experience tell us that gifted and very capable students may handle the components more consistently and to a greater degree of success than students in the regular program.

Department: English
Grade: 8
G/HP
Course: English Level: II Unit: Literature

Overview of Unit:

Parkland bases its literature program upon the principle that literature is a major area of study. It is our extension of the classroom through which teachers expose the students to characters, life situations, environments, values, and our heritage. Via the various genres, instructors encourage the students to mature as they question their relationship to the complexities inherent in each grade's poetry, prose, and drama.

Major emphasis on genre begins in ninth grade and continues with its culmination in twelfth grade at which time the students should have been exposed to all literary skills necessary to appreciate and analyze the various genres of literature.

Suggested Instructional Time:

8-10 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grades.
2. identify and define the terms conflict (internal and external); theme, plot (exposition, complication, climax, denouement).
3. identify terms in objective.
4. create a story character sketch (detective or spy to be used in subsequent short story).
5. create a short story showing evidence of understanding of plot, conflict, character.
6. read a minimum of 8 short stories from Poe's Stories and Poems.

Novel

1. identify and define the genre of the novel in terms of its types of elements from previous grades.
2. identify and define conflict and theme.
3. recognize the change a character undergoes.

Department: English
Grade: 8
Course: English Level: G/HP II Unit: Literature

4. identify the parts of a plot.
5. recognize that the setting influences the character.
6. recognize the many climaxes in a novel due to the various subplots.
7. create a chronology for a novel.
8. read a minimum of one of the following novels: The Outsiders, Johnny Tremain, Lisa Bright and Dark, Lost Horizons, 20,000 Leagues Under the Sea, Animal Farm.

Poetry

1. identify and define the genre of poetry and its pertinent subcategories from previous grades.
2. identify and define internal and end rhyme.
3. identify and define the following figures of speech: symbol, irony, and alliteration.
4. recognize rhythm, free verse, imagery, ballad, couplet, and quatrain.
5. write an example of the following: stanza, free verse, hyperbole, symbol, irony, alliteration, imagery, and ballad.

Drama

1. recognize drama as a separate genre in literature.
2. recognize the characteristics (physical and behavioral) of the protagonist and antagonist as related to a play(s).
3. read a play and identify the theme.
4. discuss various forms, setting, and the terms play, act, scene, line, and dialogue as related to a specific play.

Suggested Evaluation:

Course: English Grade: 8 Level: G/HP II Unit : Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Education)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
	Kit	CRC-420 (T) English Career Opportunities Kit
Short Story - A minimum of 8 short stories must be read from the textbook.		Poe's Stories and Poems, Robinson, (Globe Book Co.), 1979
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, and setting.	Have students read a short story out loud.	Poe's Stories and Poems
	Have students complete a worksheet of terms needed to understand a short story.	
	After reading a short have students review the terms plot, setting, and character as applied to that short story.	Packet - "What Is a Short Story?" - available from Jayne Diehl or Curriculum Services
	Have students write a descriptive paragraph describing a setting which they can later expand into a short story.	
	Filmstrip - Explain comedy, tragedy, and linear plot.	FS-808.3 (T) What is Plot?

Course: English Grade: 8 Level: II G/HP Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Conflict may be internal and external.	Define internal and external conflict. Have students read a short story to illustrate each.	Poe's Stories and Poems
	Have students analyze newspaper headlines and figure out conflict.	
	Explain the 3 types of conflict. Have students write a short story dealing with conflict with self, conflict with others, or conflict with nature.	
Theme is the unifying generalization, usually a statement about life, by which the events of the work gain meaning and importance beyond that of their literal levels.	Define theme.	
	After reading a short story have students explain the theme of the story.	
	*Have students role play a short story to show evidence of theme.	"Cask of Amontillado", Poe's Stories and Poems
	Filmstrip	FS-808.3 (T) Theme and Symbol
A plot is a series of actions that are causally related and that move in a logical sequence to a resolution of the conflict. The plot is generally divided into exposition, complication, climax, and denouement.	Define the terms exposition, complication, climax, and denouement as applied to plot.	Poe's Stories and Poems
	After reading a short story have the students identify these parts.	
	Have students draw a plot line showing evidence of the terms.	

Course: English Grade: 8 Level: II G/HP Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
A character sketch consists of a series of statement(s) that reflect the major physical, emotional, and intellectual attributes of a character in a short story.	Discuss character traits.	"Murders in the Rue Morgue", "Cask of Amontillado", Poe's Stories and Poems
	Have students bring in a picture of a person and make up characteristics that could be placed into a short story.	
	*Have students read several character sketches and short stories that illustrate the various methods of character development.	Adventures for Readers, Neiman, Daly, and Folds, (Harcourt Brace & World), 1968
	Have students write a character sketch using one of the following methods: 1. Character development through conversation. 2. Character development through direct description. 3. Character development through the character's actions and environment. 4. Character development through other characters' viewpoints and actions towards the main character.	
	Filmstrip	FS-808.3 (T) Character Development in a Short Story
A short story is written to show evidence of plot, conflict, character.	Examine a short story wherein the students identify the exact pages where the parts of the plot occur.	"The Gold Bug", "Murders in Rue Morgue", Poe's Stories and Poems
	Filmstrip	FS-813 (T) POE'S The Gold Bug

Course: English Grade: 8 Level: G/HP II Unit: Literature Page 4

Content/Concepts	Suggested Activities	Suggested Resources
	Have students complete a worksheet showing terms needed for the understanding of a short story.	Teacher-prepared worksheets
	Have students research the life of a well known American short story author. Edgar Allan Poe or Mark Twain suggested.	
	Records	RC-811 (S,T) Edgar Allan Poe
	Filmstrips	FS-811 (S) Edgar Allan Poe FS-92 (T) Edgar Allan Poe, 2 parts FS-811 (S,T) That Strange Mr. Poe FS-813 (S,T) Poe's - The Gold Bug FS-813 (T) The Time, Life and Works of Edgar Allan Poe FS-811 (S) The Raven FS-813 (S) The Pit and the Pendulum
	*Have students prepare a case either defending or prosecuting a character from Poe's stories.	
	*Have students write a paragraph discussing sanity or insanity as it relates to Poe's major characters.	
	Cassettes	CAS-813 (S) A Poe Collection, 4 parts
	Have students write a short story.	
	*Have students write a theme showing how some of the devices in Poe's detective stories are used by other prominent detective writers.	"Murder in the Rue Morgue", The Purloine Letter", Poe's Stories and Poems
	*After assigning individual short stories, have students write a paper explaining the various parts and terms as they apply to their stories.	

Content/Concepts	Suggested Activities	Suggested Resources
Novel - A minimum of one of the following novels must be read:		The Outsiders, Hinton (Dell) Johnny Tremain, Forbes, (Houghton Mifflin) Lisa Bright and Dark, Allan, (New American Library) Lost Horizons, Hilton, (Pocket Books) 20,000 Leagues Under the Sea, Verne, (Globe) Animal Farm, Orwell
A novel is any extended fictional prose narrative. (intergroup)	After reading a novel, have students compare the form of a novel to the form of a short story.	Any of novels above
	Make a list of interesting titles of novels and have the student guess the possible content and conflict of the novels.	
The conflict of a novel is the collision of two opposing forces that may pit the main character against nature, society, or himself/herself.	Explain conflict and have students identify the various types of conflict.	
	Class discussion on conflict within the story: group vs group; Pony vs Soda; Pony's desires vs group expectations. Also bring into discussion personal views from students: teenagers vs authority (parents, school).	The Outsiders
	Worksheet on types of conflict	Teacher-prepared worksheets
	*Show slides of the environment and have students identify conflicts which could occur.	

Content/Concepts	Suggested Activities	Suggested Resources
The theme of a novel is the point of view toward life or some aspect of it which determines how the author will resolve the conflicts and move his/her characters.	*Have students rewrite a chapter in the book to change the conflict and affect the climax of the novel.	
	Worksheets on theme of a novel.	Teacher-prepared
	Have students identify places in a novel where author develops themes.	Any of novels above
	*Write a theme about the themes in a novel. Identify, point out author's attitudes toward each theme, show how he/she accomplishes purpose.	The Outsiders
	Cassette	CAS-813 (S) The Outsiders
The character of a novel undergoes internal changes which are affected by his/her environment or his/her heredity.	Discuss character traits.	
	Have students explain the detailed changes in a character throughout the novel and explain the reasons for these changes.	Any of novels above
	Using magazine pictures have students write a character sketch about a person in the picture.	
	Create a bulletin board showing how any character changed. Use the character and symbolically represent the forces which acted upon him/her.	
	Transparencies on character change.	"Contemporary Literature Series", The Outsiders

Content/Concepts	Suggested Activities	Suggested Resources
The plot of a novel includes the establishment of a conflict, a series of climaxes, and anti-climaxes which lead to a final conflict and resolution.	Have students draw a plot line.	Any of novels above
	Class discussion which establishes how plot is dependent on conflict, theme, character.	
	Worksheets concerning the main points of the plot.	Teacher-prepared
	Write a plot line showing evidence of conflict and a series of climaxes.	
	Have students complete a chronolog of half-finished statements that they must fill in as they read a novel.	Any of novels above
	After reading a novel, have students locate the climax and have them defend their choice in a few well-written paragraphs.	
	After reading a novel, have students graph the rising and falling action of a plot.	
	Have students use reference books to learn about the author of a novel.	Library
	Films	MP-3-0747 Johnny Tremain - The Boston Tea Party (I.U.) MP-3-0748 Johnny Tremain - The Shot Heard Round the World (I.U.) 20,000 Leagues Under the Sea - Allentown Public Library
	*Have students write a film version of a novel.	
	*Have students pretend they are movie producers requesting money to produce a movie. They should prepare a portfolio of costs and scenes they intend to shoot. (Run as group competition!)	
	Record	RC-813 (T) Jules Verne: 20,000 Leagues Under the Sea

Content/Concepts	Suggested Activities	Suggested Resources
Internal rhyme consists of the similarity occurring between two or more words in the same line of verse.	Lecture and blackboard illustration	
	Have students read a poem to illustrate internal rhyme.	"The Raven", Poe's Stories and Poems
	*Have students attempt to explicate "The Raven."	
	Records	RC-808.1 (T) Classic Poems of Suspense and Horror
End of rhyme consists of the similarity occurring at the end of two or more lines of verse.	Review end rhyme and have students read poems to illustrate.	Adventures for Readers, Tadman, (Harcourt Brace World), 1968.
	Review patterns for limericks, haiku, etc.	
	Have students read a nursery rhyme.	
	Cassettes	CA-808.1 (T) Elements of Poetry, 6 pts.

Course: English **Grade:** 8 **Level:** G/HP II **Unit:** Literature Page 9

Content/Concepts	Suggested Activities	Suggested Resources
A symbol is a word or image that signifies something other than what is literally represented.	Define symbol and have students pick out the symbolism in various poems.	Adventures for Readers
	Have students give examples of students seen daily.	
	Play records which try to symbolically represent a concept.	Kansas Simon and Garfunkle "The Raven" - Poe
Irony is a figure of speech in which the actual intent is expressed in words which carry the opposite meaning.	Define irony and have students locate the irony in various poems.	Voices
	Bulletin board posters	

Course: English Grade: 8 Level: G/HP II Unit: Literature Page 10

Content/Concepts	Suggested Activities	Suggested Resources
Alliteration is the repetition of the same sound of neighboring words.	Define alliteration and have students read several poems to illustrate.	Voices Adventures for Readers
	Have students read aloud for evidence.	
	Have students write an alliterative verse or a tongue twister.	
	Have students read several poems to compare narrative poems and lyric poems.	Adventures for Readers
	Define ballad and play record to illustrate	
	Bulletin board posters	
	Filmstrip	FS-811 (T) Paul Revere's Ride
	Cassette	CA- (T) Elements of Poetry: Alliteratio
Drama	Have students read a play and point out the divisions of acts, scenes, lines and dialogue. Stress differences between a play and a novel or a short story.	"On Borrowed Time", "Inside a Kid's Head" - Adventures for Readers
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events.	*Have students convert a short story into a play.	Edgar Allan Poe stories
	Worksheet on terms of drama.	Teacher-prepared
The protagonist and antagonist in a drama may be identified through physical, mental, and intellectual traits.	Define terms	
	Worksheets	Teacher-prepared

Content/Concepts	Suggested Activities	Suggested Resources
	Have students pick out protagonist and antagonist in several pieces of literature.	
	Have two students act out a scene between a protagonist and antagonist.	
	Have students relate the role of the antagonist and protagonist to the types of conflict.	
	Have students write an ad for a newspaper that shows evidence of a protagonist vs an antagonist for a play with which the students are familiar.	Plays to Remember, Maloney, "Macmillan), 1970
Theme is an observation of life which serves as the controlling idea in a literary work.	After reading a dramatic work, have students compare the theme of a play to the theme of a short story or novel.	Adventures for Readers
Setting, act, scene, line, dialogue, and form are terms that apply to drama.	Have students read a play and point out terms.	Adventures for Readers
	Explain how a novel or short story can be dramatized.	
	Use radio plays to illustrate the various parts of drama.	War of the Worlds
	Take students to the school stage and explain its various parts.	
	Have students watch a school play and discuss the terms of drama as they relate to the productio	

Content/Concepts	Suggested Activities	Suggested Resources
	Show film or videotape and have the students write a play based upon their observations	MP-2-1755 The Lottery (I.U.) BT-0-1231 The Lottery (I.U.)
	*Have students write a mini play with all stage directions.	
	Cassette	CAS-813 (S) The Lottery
Optional: *There are different levels of thinking.	*Have students discuss various levels of thinking.	The Class Menagerie, Nebraska State Dept. of Education, pp. 40-42, available from Curriculum Services.
	Other audiovisual material for use in this unit:	
	Filmstrips FS-813 (S) The Fall of the House of Usher FS-811 (T) Annabel Lee FS-811 (T) Stopping by the Woods of Mr. Frost	FS-410 (T) Slang: The Poetry of Group Dynamics FS-808.3 (T) Understanding the Short Story, 6 pts.
	Records RC-808.3 (T) Sleep No More, Famous Ghost and Horror Stories RC-811 (S,T) Robert Frost RC-811 (S,T) Carl Sandburg RC-808 (S) Adventure: Ten Great Stories RC-811 (T) Poems of Patriotism	RC-821.08 (T) The Heart Speaks: Lyrics of Love RC-821.08 (T) Famous Poems That Tell Great Stories RC-821.08 (T) America Listens to Literature RC-821.08 (T) A Treasury of Great Poetry
	Slides SL-811 (S) Robert Frost's Poems	

Department: English
Grade: 8
Course: English Level: G/HP* II Unit: Grammar and Punctuation

Overview of Unit:

The study of grammar and punctuation and, more specifically, the grammar scope and sequence developed for our district represents an effort to present a spcific sequential set of concepts which will enable students to communicate effectively through speech and writing. The English department has agreed to (1) utilize materials and instructional procedures that contain traditional terminology, (2) have teachers of each grade level be responsible for a determined portion of the scope and sequence, and (3) except for a few elements, teach grammar and punctuation on an "as needed" basis in the eleventh and twelfth grades.

Suggested Instructional Time:

12-13 weeks

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. identify and define (I):
    a. the three types of pronouns.
    b. substantive as complement (sentence pattern).
    c. adjective as complement (sentence pattern).
    d. differences between phrases and clauses.
3. identify, define, recognize, and use in writing (I D):
    a. cases in the three basic sentence patterns.
    b. reflexive pronouns used in subject-verb-object sentences.
    c. the form of the appositive.
    d. the function of the appositive.
4. recognize and use in writing (D):
    a. the perfect tenses of verbs.
    b. principal parts of verbs.
    c. subject-verb agreement.
    d. verbs according to the relationship to rest of sentence.
    e. adjective as complement.
    f. adverbs.
    g. the three degrees of comparison.

   h. comparison of adjective.
   i. comparison of adverbs.
   j. the prepositional phrase.
5. identify (I):
   (the comma with interrupters)
6. use in writing (D):
   (the comma with appositives)

Suggested Evaluation:

Teacher-prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English **Grade:** 8 **Level:** G/HP* CP II **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
A knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Use teacher prepared or commercial materials to present: --dittos for rules and exercises --charts on parts of speech, function, use --charts on terms used with each part of speech	Warriner's English Grammar and Composition, Second Course, Franklin Edition, Warriner, (Harcoutt, Brace & Jovanovich), 1982.
Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.	Have students: --make up punctuation test to review the rules. *--produce filmstrips for younger students to understand the basics of grammar or punctuation. *--write a grammar review text for 6th graders. *--take a child's book and evaluate it for structure. Upgrade the book for junior high students. *--prepare their own packet using a contemporary character to get across the points of a concept.	Grammar and Punctuation Bibliographies, available from libraries of: High School Springhouse Troxell Individualized Instruction Packets, available from Curriculum Services Noun Pronoun Verb Adjective-Adverb Preposition-Conjugation Reference
	*Group the students according to ability and have them work independently on the packet system. Work with a group or an individual as the need arises.	Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith (Harcourt, Brace, Jovanovich), 1977
	Reinforce grammar and punctuation rules through writing.	
	Filmstrips	FS-415 (S) Adverbs FS-415 (S) Phrases and Clauses

Department: English
Grade: 8
Course: English Level: II, G/HP* Unit: Writing

Overview of Unit:

The Parkland School District Writing Program exposes the student to the sentence, the outline, the paragraph, the theme, the letter, creative writing, and the research paper. The student receives multiple experiences in these types of writing while developing proficiency in the areas of usage and mechanics. The ultimate outcome is to prepare the student to communicate effectively in college and in society. Each grade reinforces and builds upon the concepts previously presented and adds new concepts.

Suggested Instructional Time:

6-8 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run on.
2. write a sentence that does not contain misplaced modifiers.
3. distinguish among the four different types of sentences.
4. identify the form of the outline and the terms associated with it.
5. identify parallelism and coherence in an outline.
6. write an outline for a theme.
7. write a paragraph with emphasis upon placement of the topic sentence, development of the body, and effectiveness of the closing sentence.
8. develop transitions between paragraphs.
9. proofread a paragraph for content and mechanical errors.
10. identify a paragraph that is developed by example, incident, fact, reason, comparison, and contrast.
11. identify a paragraph that is developed by the various orders: chronological, spatial, importance, and general to particular.
12. identify unity in a paragraph.
13. write a descriptive paragraph.
14. write a narrative paragraph.
15. identify and write an expository paragraph that explains a process.

Department: English
Grade: 8
Course: English Level: II, G/HP* Unit: Writing

16. identify and write a paragraph that expresses an opinion.
17. identify and write a persuasive paragraph.
18. identify coherence in a paragraph.
19. write a creative composition.
20. identify the form of the theme.
21. identify the levels of usage: standard, informal, formal, and nonstandard.
22. use adverbs and comparative adjectives in writing.
23. show correct usage of auxiliary verbs and subject-verb agreement.
24. identify and use the correct cases of pronouns and pronoun antecedent agreement in writing.
25. identify and use coordinating and correlative conjunctions in writing.
26. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English Grade: 8 Level: G/HP* II Unit: Writing Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Sentence - A group of words expressing a complete thought beginning with a capital letter and ending with a mark of punctuation. The four types of sentences are reviewed.	Have students: --complete exercises from grammar text. *--caption pictures from magazines or books using the four types of sentences. --rewrite and correct errors in paragraph using the opaque projector and student paragraphs.	Warriner's English Grammar and Composition, Second course, Franklin Edition, Warriner, (Harcourt, Brace, Jovanovich), 1982. Chapter 1
Fragments and run ons should not be evident in a student's writing.	*Have students develop fluency and flexibility with words -Review, using exercises from grammar text.	The Class Menagerie, pp. 69-70 Warriner's, Chapter 3
Outline - An outline is written showing evidence of form. (study skill)	Use the chalkboard to demonstrate acceptable topic sentences and correct outline form.	Warriner's, Chapter 3
A topic sentence outline is necessary before one writes a paragraph.	Using teacher prepared paragraphs, have students pick out topic sentences, parallel topics, and coherence.	
	Use newspaper articles to show beginning sentence.	
	*Have students develop a sentence for a picture.	Binder and guide - Composition Portfolio (Springhouse)
	Filmstrip	CA/FS-808 (T) Prewrite! Rewrite!
Parallelism - Main topics should be parallel in form, and subtopics under the same topic should be parallel in form.	Drill and ditto sheets	

Course: English Grade: 8 Level: G/HP* II Unit: Writing Page 2

Content/Concepts	Suggested Activities	Suggested Resources
Coherence - A logical order is shown through the outline	Lecture and ditto sheets on different orders of the paragraph which can be arranged (chronological/spatial/importance). Give sample topics and ask students for best order to use. *Have students arrange in logical order showing coherence, a teacher prepared outline.	
	Transparencies	TR (S) The Outline
Paragraph - A group of related sentences containing a topic sentence, transitions, support, and a concluding sentence.	Note: Students will write at least ten paragraphs for this course. See scope and sequence for required types.	
	*Have students read a fairy tale and be either the prosecuting or defending attorney for a character. *Take the students outside to take pictures of something in the environment. Have the students make a statement about the pictures saying something about the environment. Write a paragraph to support the statement using fact, cause, reason, example. After reading several paragraphs taken from textbook, have students write paragraphs containing the four types of sentences.	

Course: English　Grade: 8　Level: II G/HP*　Unit: Writing　

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrips	FS-415 (S) All About Paragraphs FS-415 (S) Paragraphs That Work FS-418 (S) The Patterns of a Paragraph
A paragraph may be developed by example.	*Read newspaper articles for paragraphs developed by example.	
A paragraph may be developed by incident.	Discuss an incident which caused a change in attitude.	
	*Create an incident about which students could write.	
A paragraph may be developed by fact.	Have students: --write a paragraph making reference to information. --write a paragraph about a career of their choice after using the Career Resource Center.	"Sharks - A Close-up" in Book of Non-fiction Career Resource Center
A paragraph may be developed by reason.	Have students write a paragraph entitled: "A Babysitter's Job" "Trick or Treak Night Should be Abolished"	
	*From various examples, have students identify paragraphs developed by incident, example, fact, reason, comparison, and contrast.	Teacher prepared workshop
	*In the various novels and short stories read, have students identify paragraphs of varying types of development.	

Content/Concepts	Suggested Activities	Suggested Resources
Comparison - A paragraph developed by clarifying an idea by comparing it with a similar, more familiar, idea.	*Compare Poe's stories "The Cask of Amontillado" and "The Black Cat".	*Poe Reader*
Contrast - A paragraph developed by clarifying an idea by contrasting it with a similar, more familiar, idea.	Develop the concept of brainstorming as a class. Example: All the uses of a brick	
A topic sentence normally is at the beginning of a paragraph.		
A paragraph contains an effective conclusion.	Discuss good and bad examples.	*Warriner's*, Chapter 19
	*From a list of scrambled sentences, have students pick out four types of sentences.	Teacher prepared worksheets
Transition from paragraph to paragraph - Make the transition between paragraphs clear and smooth by using a transitional device at the beginning of the new paragraph or the end of the preceeding paragraph. This may be accomplished in one of the following manners: --pronouns as transitional devices --repitition of a key word --direct reference --connectives	Have students: --complete ditto sheets on transitions. *--develop charts for transition words. *--write a news broadcast wherein transitions are evident from topic to topic. *--from varying passages identify the various methods of transition. *--given a composition containing no transition, supply the transition using several methods given.	 *Warriner's*, P. 380 Teacher-prepared worksheets Teacher-prepared worksheets

Course: English　　Grade: 8　　Level: G/HP* II　　Unit: Writing　　Page 5

Content/Concepts	Suggested Activities	Suggested Resources
Coherence - A paragraph is coherent when its sentences are logically and clearly related to one another in order, and their total effect is the clear development of the paragraph topic.	Have students: --complete rewrites of incomplete work. --complete ditto sheets on transitions. --given a list of sentences, arrange the sentences coherently. *--in compositions written by students, organize sentences coherently and be certain paragraphs are on one topic.	Teacher prepared worksheets.
Unity - Unity is achieved by discussing only one topic in a paragraph, the topic stated in the topic sentence.	*Show transparencies of students' work.	
	Given a list of sentences to be included in a paragraph, have students remove unnecessary material.	Teacher prepared worksheets
A paragraph should be proofread. (study skill)	Have students proofread each other's work.	
	*Give students a paper full of mistakes and then proofread it.	
	*Have students proofread a newspaper for mistakes.	Teacher prepared checklist

Content/Concepts	Suggested Activities	Suggested Resources
A paragraph is developed by various orders: --Chronological (7th grade) --Spatial - Details are arranged from near to far, left to right, inside to outside, top to bottom, etc. or the reverse. When writing this paragraph do not shift carelessly. --Importance - Proceeding from least to most important, general to particular.	Lecture on various orders Have students: --identify given paragraphs according to their development (chronological, spatial, or importance). *--write a short news broadcast and make a videotape of the news program. *--describe one room using a spatial paragraph, a descriptive paragraph for each of the five senses, and a general to particular paragraph development.	Teacher prepared worksheets
Writing a descriptive paragraph reinforces using details to present a central impression of people, places or objects.	Have students write a paragraph describing sights, sounds, odors in a particular environment. *Use the environment to stimulate writing.	
Writing a narrative paragraph reinforces the relating of an incident containing plot, setting, and characters.	Have students: --relate a typical holiday meal at their house. *--write a narrative paragraph identifying plot, characters, and setting.	
An expository paragraph is written to show evidence of form. (The purpose of this paragraph is to inform or explain by supportive evidence such as reason, fact, cause, or example.)	Have students: --write an expository paragraph to inform or explain a procedure.	

Content/Concepts	Suggested Activities	Suggested Resources
An opinion paragraph is written to show evidence of form. (A paragraph which supports the topic sentence by one's own ideas.)	Have students write a paragraph - "Trick or Treat Night Should (Should Not) be Abolished."	
A persuasive paragraph is written to show evidence of form. (A paragraph written to show support of its topic sentence based on factual evidence with the purpose of influencing the reader's attitude about a given idea.)	Have students: --given various examples--identify expository, descriptive, narrative, opinion, and persuasive paragraphs.	Teacher prepared worksheets
	*--write a paragraph taking a side on a controversial issue such as UFO's, Loch Ness Monster, Witches, etc.	
	Filmstrip	FS-808 (T) *The Persuasion Papers*
A creative composition is written showing evidence of imagination.	Note: Students will write at least two creative writings for this course.	
	Have students write a paragraph on: --student is visitor from another planet. --create an artifact and give it an environment, people, political structure.	
	Have students: *--write humerous stories around familiar sayings.	*The Class Menagerie*, pp. 62-63
	*--develop creative writings on various topics.	*The Class Menagerie*, pp. 88-94
	*--given simple sentences, use descriptive methods to expand and improve the sentences.	Teacher prepared worksheets
	Filmstrip	CA/FS (T) *The Writer's Journal*

Content/Concepts	Suggested Activities	Suggested Resources
Theme - A theme is a short paper dealing with a single phrase of a subject and consisting of an introduction, body, and conclusion.	Review the outline using theme form.	
Introduction - A paragraph which states the thesis and the central idea of a theme.	Use diagrams to show the various parts of the theme.	
1. Thesis - A statement which indicates the purpose and organization of a theme and should be restricted, unified, and precise.	*Evaluate several themes using an overhead and point out the various parts of a theme.	
2. Central idea - The overall idea to be discussed in the theme.	Use ditto sheets to explain the difference between central idea and thesis.	
Body - Paragraphs in the theme which support each case point found in the thesis statement found joined by proper transitional devices.	Diagrams	
Conclusion - The last paragraph of a theme which draws inferences about what has been stated in the body.	Diagrams *Have students graphically represent a theme using something other than an outline (train-engine-cars-cabbose).	
Summary - A restatement of what has been said in the body or introduction of the theme.	Have students write a theme concerning a topic from a novel read. Students are to include an introduction, body, conclusion and summary.	

Content/Concepts	Suggested Activities	Suggested Resources
An outline for a theme is written to show evidence of form.	Have students: --write an outline for a theme on "School Should be Improved." --prepare outlines for their themes.	Warriner's, Chapter 20
Usage		
Standard - A term that denotes an example or model which others may follow because it is the kind of English most widely recognized as acceptable. 1. Informal - This is the language most English speaking people use most of the time. 2. Formal - This is the language for "special occasions," and it is the language of all serious writing.	Have students: --complete ditto sheets on standard usage. --from various examples given, identify informal and formal language as opposed to nonstandard English. --use a checklist provided by teacher for writing assignments. *--rewrite compositions correcting previous errors.	Language Demons Teacher prepared worksheets
Nonstandard - A form of usage proper to a smaller group than the whole of the English speaking world.		
Adjectives, adverbs, auxiliary verbs, pronoun antecedent, and subject-verb agreement should be evident in writing.	Emphasize these elements as they are covered in the grammar exercises.	
Pronouns exist in the nominative, objective, and possessive case.		

Content/Concepts	Suggested Activities	Suggested Resources
Correlative conjunctions - Conjunctions that work in pairs to join like words, phrases, and clauses.		
Coordinating conjunctions - Single conjunctions that join like words, phrases, and clauses.	Stress this when studying compound subjects and verbs.	
Usage problems occur in a student's writing.	Discuss errors in class when compositions are handed back.	
	Other audiovisual materials for use in this unit.	
	Filmstrips	FS-808 (T) The Comparison Paper

Department: English
Grade: 8
Course: English Level: II, G/HP* Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with systematic vocabulary growth and enrichment of their vocabularies. Words have been selected on the basis of their appearance on standardized vocabulary lists that are recognized as valid basis for teaching language skills, their frequency in present day books and mass media and their use in preferred oral communications. The differences in each grade level's program are reflected not only in the level of words presented but also in the difficulty of the sentences in which they are used and the contexts in which the student is required to apply them. The aim of the instructional program is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time:

1 period/week or 1 period/2 weeks - instruction should be spread over the entire school year. (5-7 weeks)

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).

Suggested Evaluation:

Course: English **Grade:** 8 **Level:** G/HP* II **Unit:** Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	For "A" sections: Have students complete activities for each unit of a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	Vocabulary workshop, Level C Shostak (Sadlier-Oxford), 1977
	For "B" sections: Have students complete 50% of the activities in the vocabulary resource.	
	Emphasize study of roots, prefixes and meaning as an aid in decoding unfamiliar words.	Warriner's, Chapter 25
	*Have students work independently on vocabulary lessons.	
	*Have students write compositions using vocabulary words.	
	*Have students make generalizations and word associations.	The Class Menagerie, pp. 65-66

Department: English
Grade: 8
Course: English   Level: II, G/HP*   Unit: Speech

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Certain fundamental principles are essential to understand and are best learned when they find expression in actual experience. Our students should gain self-conficence in their speaking abilities by giving speeches each year that they participate in the program.

Suggested Instructional Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English **Grade:** 8 **Level:** G/HP* II **Unit:** Speech Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Note: Students are to present speeches in grades 8 and 10. Type and number are at the discretion of each teacher.	
	Review a checklist of elements of a good speech.	
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.	Have students give a persuasive speech of two to four minutes.	Warriner's, Chapter 27
	Suggested topics: --persuade audience to read a book --using topic such as ghosts, Loch Ness Monster, Bermuda Triangle, persuade audience that one side of controversy is correct.	Teacher Resource: The Art of Speaking Made Simple, Gondin and Mammen (Doubleday & Co.), 1981
	Have students develop one of the compositions written and present it as an oral report.	
	Have students read or memorize parts of play and act out parts for class.	
	Use a critique checklist for evaluation of speeches.	
	*Have students write one-act plays and present them to seventh grade and have them video-taped.	
	* Filmstrips	FS-808.5 (S) Oral Communication
	Records	RC-808.5 (S) The Three C's of Good Speech RC-808.5 (S) Speeches for Every Occasion

9th grade

Department: English
Grade: 9
Course: English

Level: G/HP*
CP, Career

Development Team:
English Department

Course Description:

The ninth grade English program is centered around a study of literature, composition, grammar, vocabulary and speech. In order to develop an appreciaiton and understanding of the various types of literature, the course is taught according to genre (short story, novel, poetry, drama, and non-fiction). Composition is literature related.

Basic grammar is reviewed and new concepts are presented. Vocabulary is presented through a vocabulary textbook.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech (optional)

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Note: *G/HP - Gifted/High Potential Program

Asterisks identify components of the curriculum guide that reflect higher level thinking skills that may be used with gifted students. When possible, the components should be used "in place of" rather than "in addition to" the regular program. These higher level thinking skill components should not be used exclusively in the gifted courses. Rather they should be used with any groups that you feel may benefit from the experience. However, research and our own experience tell us that gifted and very capable students may handle the components more consistently and to a greater degree of success than students in the regular program.

Level - Career

The Career Exploration curriculum is suggested for students who are considering a career in the Business, General, or Vocational-Technical fields. The content of the career curriculum is the same as that of the C.P. program; however, certain adjustments are made. The key to the instruction of this program is to provide a challenge for the student without developing frustration. Students in the career programs may benefit by:

1. having more teacher-prepared outlines and worksheets rather than dictation of notes and information.
2. utilizing a more basic vocabulary in class discussions rather than stressing terminology.
3. periodic oral reading in class of appropriate reading level materials since these students may encounter some reading comprehension problems.
4. using more visual instructional techniques such as blackboard illustrations, filmstrips, films, etc.
5. class activities such as small-group work, simulations, student laboratories, map skills, map work, and other types of hands-on activities and projects. These activities may be used with these groups; however, caution should be exercised in maintaining classroom discipline and discretion used in numbers/group and the mix of personalities.
6. making topics relevant through use of current events and resources and through references to the students' personal experiences.
7. specific, short-directed reading and homework assignments.
8. evaluation of achievement through objective questions and less detailed/demanding subjective type questions.
9. shorter and more frequent testing.
10. more emphasis on "how to find" information rather than memorizing and "knowing" information.
11. drill and repitition, extensive use of examples and transparencies for grammar and punctuation.
12. some in class reading and writing to be sure assignments are completed.
13. more practical writing (i.e., letters) rather than all formal, academic writing.
14. more personal ("I"-oriented) writing assignments.
15. emphasizing derivatives as well as prefixes and suffixes for vocabulary.
16. more oral assignments.

Department: English
Grade: 9
Course: English Level: G/HP* C.P., Career Unit: Literature

Overview of Unit:

Parkland bases its literature program upon the principle that literature is a major area of study. It is our extension of the classroom through which teachers expose the students to characters, life situations, environments, values, and our heritage. Via the various genres, instructors encourage the students to mature as they question their relationship to the complexities inherent in each grade's poetry, prose, and drama.

Major emphasis on genre begins in ninth grade and continues with its culmination in twelfth grade at which time the students should have been exposed to all literary skills necessary to appreciate and analyze the various genres of literature.

Suggested Instructional Time:

8-12 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grade levels.
2. identify and define the terms symbolism and point of view (theme).
3. identify and discuss the meaning of symbols as evident in a short story.
4. recognize the four points of view (omniscient, first person, objective, limited omniscient).
5. identify at least three types of conflicts (internal or external), such as man vs man, man vs society, man vs machine.
6. state concisely the theme of a short story.
7. read a minimum of four short stories in Values in Literature and/or Flextext: An Anthology of Literature

Novel

1. identify and define the genre of the novel in terms of its types of elements from previous grades.
2. identify and define the various types of novels.
3. identify and define resolution, exposition, and style.

Department: English
Grade: 9 G/HP*
Course: English Level: C.P., Career Unit: Literature

4. read a minimum of two of the following novels: Death Be Not Proud, The Old Man and the Sea, The Hobbit, Bless the Beasts and the Children, The Great Gatsby.

Poetry

1. identify and define the genre of poetry and its pertinent subcategories from previous grades.
2. identify and define number and its types, such as monometer, dimeter, etc.
3. identify and define the hyperbole.
4. identify and define the iambic foot, blank verse, metonymy, mood, apostrophe, and the following types of poems: epic, sonnet, and elegy.
5. recognize rhythm and iambic pentameter, number, internal and end rhyme, metonymy, and the following types of poems, epic, ballad, sonnet, elegy.
6. write an example of the following: iambic pentameter, monometer, dimeter, internal rhyme, end rhyme, metonymy, ballad, sonnet, elegy, and apostrophe.
7. read excerpts from "The Odyssey" Book IX in Values in Literature.

Drama

1. recognize the genre of drama and pertinent subcategories from previous grades.
2. define the terms, types of plays, melodrama, romantic tragedy, tragedy, dramatic structure, introduction, complication climax, crisis, falling action, catastrophe, dramatic conventions, aside, foreshadow, soliloquy, dramatic irony, overhearing, flashback, pun, and tragic hero.
3. identify, within the play Romeo and Juliet the dramatic conventions, aside, foreshadow, soliloquy, dramatic irony, overhearing, pun.
4. construct a line showing understanding of the five-part dramatic structure of a play.
5. respond to questions concerning the history and theater of Elizabethan times.
6. read Romeo and Juliet.

Mythology (optional)

1. identify and define the genre of mythology.
2. identify characters in mythology.
3. develop a definition of a hero in terms of greek philosophy.
4. identify particular terms, creatures, and lesser characters in mythology.

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Grade: 9
G/HP*
Course: English Level: C.P., Career Unit: Literature

5. paraphrase and summarize various myths.
6. find themes in mythology.
7. examine the relationship between Greek mythology and religion as well as the relationship between Greek mythology and science.
8. determine the relevance of mythology for modern readers.
9. state the philosophy of creation.
10. summarize particular traits about the Olympians.

Optional:

11. identify particular literary traits and contributions made by selected poets and playwrights.

Suggested Evaluation:

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of four short	stories must be read from the textbooks.	Values in Literature, Chase, Jewett, Evans, (Houghton Mifflin), 1968. Flextext: An Anthology of Literature, (Perfection Form Co.), 1983.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting may be understood through the terms : plot, characterization, and setting.	After reading a short story, have the students discuss and compare the simplicity of a short story's plot, characterization, and setting to the detailed elements of a novel.	Values in Literature Flextext
Symbolism is the use of one object to represent another.	Define symbolism Have students read a short story to point out symbolism.	Values in Literature Flextext
A symbol is any object which functions in a work of literature as itself and as a representative of something beyond it.	Prove, with examples from stories how the symbol represents something beyond it. After reading a short story, have the students prepare a list of symbols and explain the functions of these symbols.	Values in Literature Flextext

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
Point of view is the perspective from which the elements of a literary work are seen and will be either omniscient, limited omniscient, first person, or objective.	Read four specific short stories that present the four different points of view and compare their methods of presentation.	Values in Literature Flextext
	Have students rewrite a short story from another character's point of view.	"The Luncheon"
	Filmstrip	FS-808.3 (T) What is Style?
Conflict is the struggle which grows out of the interplay of the two opposing forces in a plot.	Read specific short stories that present at least three different types of conflicts.	Values in Literature Flextext
	*Have the students write an expository paragraph to contrast the internal conflict with the external conflict.	
	Add a conflict to the exposition of a story.	
A theme of a short story may be concisely stated and should not be an overgeneralization.	Define theme.	"The Short Story" in Values in Literature
	Have students read selected short stories and have them write a terse, one sentence statement of their themes.	
	Have students write a short story.	
	Film	MP-2-3128 What's in a Story (I.U.)

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 3

Content/Concepts	Suggested Activities	Suggested Resources
Novel - A minimum of two of the following novels must be read:		Death Be Not Proud, Gunther (Perennial Library Harper Row) The Old Man and the Sea, Hemingway (Scribner's Sons) The Hobbit, Tolkien (Ballantine Books) Bless the Beasts and the Children, Swarthort, (Pocket Books) The Great Gatsby, Fitzgerald, (Scribner's Sons)
A novel is any extended fictional prose narrative. (intergroup)	After reading a novel, have students discuss and compare a short story and a novel.	Any of novels above
	Worksheet	Teacher-prepared
	Filmstrip	FS-808.3 (S) The Novel, 2 parts
	Learning Activity Packet	The Great Gatsby, available from Curriculum Services
The different types of novels are adventure, science fiction, fantasy, psychology, spy, diary, detective, and historical.	Stress the type (category) in relationship to book being read. Point out differences among works.	Any of novels above.
	Worksheet	Teacher-prepared
The resolution in a novel is the final decision, move, or action which forms part of the climax and bears out the author's theme in terms of victory or tragedy.	Explain resolution.	Any novels above.
	After students read novel, explain how author moves through plot and climax to final outcome.	
	Compare terms as evidenced in two novels.	

Course: English **Grade:** 9 **Level:** G/HP* Career, C.P. **Unit:** Literature Page 4a

Content/Concepts	Suggested Activities	Suggested Resources
	Define terms - review the prefix and root word meanings to derive these terms.	
Number is the systematic examination of the patterns of rhythm. The basic kinds of matrical lines are: a. monometer - one foot line b. dimeter - two foot line c. trimeter - three foot line d. tetrameter - four foot line e. pentameter - five foot line f. hexameter - six foot line g. heptameter - seven foot line h. octometer - eight foot line	Worksheet on various numbers in poetry.	Packet - "What Is Poetry?" - available from Curriculum Services
	Have students start something in iambic tetrameter. "My room is not the best to see." Have students pass papers and extend the action in the same meter, continue until all in a row have contributed to the poem and its meter.	
	Have students read out loud various poems to illustrate these rhythm patterns.	Voices - Book II, Summerfield, (Rand McNally), 1979
	Records	RC-808.1 (T) Understanding and Appreciation of Poetry RC-808.5 (S) Let's Say Poetry Together
Hyperbole is an exaggeration for the sake of emphasis and is not to be taken literally.	Define hyperbole and have students read a poem containing hyperbole.	Voices
	Have students write several sentences containing hyperbole.	
	Bulletin board posters.	"Figures of Speech"

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 4

Content/Concepts	Suggested Activities	Suggested Resources
The exposition of a novel is the opening which provides the reader with adequate background on people and setting. It introduces the basic conflicts.	*Have students read a novel and discuss the background information given about the people and the setting. Use the work with the most obvious opening to suit needs of the lesson.	Any of novels above.
The style of a novel is the manner in which a novelist writes. It is the author's trademark of originality and creativity.	Discuss the various elements of technique that an author may use in presenting the story.	Any of novels above.
	After reading novel, have students discuss author's style.	
	*Have a class discussion comparing two authors.	
	Worksheets	The Old Man and the Sea - Copies available from Curriculum Services
	*Independent study projects	The Old Man and the Sea - copies availabl Lost Horizon from Curriculum Services
	*Have students rewrite a two-page passage of a novel implementing a style exactly opposite of author being studied.	
	Filmstrips	FS-818.5 (S,T) Ernest Hemingway, 2 pts. FS-813 (S,T) Scott Fitzgerald FS-813 (S) The Great Gatsby FS-813 (S) Gatsby - The American Myth
	Cassette	CA (S) The Old Man and the Sea
Poetry - Excerpts from "The Odyssey",	Book IX in Values in Literature must be read.	
The iambic foot is a two syllable foot with the stress on the second syllable.	Have students read a poem aloud to orally stress the second syllable of an iambic foot.	Values in Literature

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 5

Content/Concepts	Suggested Activities	Suggested Resources
	Stress rhyme and meter - use specific examples of poems from textbook.	
	Have choral reading of a poem stressing iambic foot.	
	Filmstrip	FS-808.1 (T) Introduction to Poetry: Rhythm
Blank verse consists of unrhymed lines of ten syllables each; the second, fourth, sixth, eighth, and tenth syllables bearing the accents. (intergroup)	Have the students read a poem that is written in blank verse.	"Romeo and Juliet", Voices
	Have the students explain the component parts of blank verse.	
	Filmstrips	FS-822.3 (S) Romeo and Juliet FS-822.3 (T) William Shakespeare: His Works FS-822.3 (T) William Shakespeare: His Style
Metonymy is the substitution of a word naming an object for another word closely associated with it.	Have the students read a poem that contains an example of metonymy.	
	Have the students cite the example(s) of metonymy in the given poem.	
	Have the students write examples of metonymy.	
	Filmstrip	FS-808.1 (T) Figures of Speech - Understanding Poetry

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 6

Content/Concepts	Suggested Activities	Suggested Resources
Mood is the tone which prevails in a poem.	Define mood. Stress how a writer's style will determine mood. Have the students read several poems that present different moods. Have students compare the techniques and the diction used to present the moods in these selected poems. Have students write a poem that focuses upon a given mood. Have students explain the different techniques used to express the mood in their poems.	
	Filmstrips	FS-808.3 (T) What Does Mood Mean
An epic is a long, narrative poem on a serious subject, usually centered around the adventures of a great national hero. (intergroup)	Explain qualities of a hero.	
	Have students read an epic poem	"The Odyssey", Values in Literature
	Filmstrips	FS-292.2 (T) The Odyssey 883 (S) FS-883 (S) The Odyssey Collection
	Film	MP-3-1335 The Odyssey - The Structure of the Epic (I.U.)
A sonnet is a fourteen-line stanza form consisting of iambic pentameter lines. The two major sonnet forms are the Italian or Petrarchan and the English or Shakesperean sonnet.	After reading an Italian and an English sonnet, have the students contrast the differences and compare the similarities in form between the two sonnets.	

Course: English Grade: 9 Level: G/HP* Career C.P. Unit: Literature Page 7

Content/Concepts	Suggested Activities	Suggested Resources
	Also present Shakesperean (Elizabethian) sonnets.	
	Have students read sonnets aloud.	
An elegy is a dignified, thoughtful poem on a serious subject.	Have students read an elegy.	
	Have students explain the component parts of an elegy.	
	Stress theme explanation with regard to definition of elegy.	
An apostrophe is a figure of speech in which someone (usually, but not always absent), some abstract quality, or a nonexistent personage is directly addressed as though present.	Have the students read a poem containing an apostrophe. Have the students cite the apostrophe example(s).	
	Have the students write examples of an apostrophe.	
	Filmstrip	FS-808.1 (T) Understanding and Appreciating Poetry
Mythology (optional)		
Mythology consists of stories that have their roots in the primitive folk beliefs of races or nations and presents supernatural episodes as a means of interpreting natural events in an effort to make concrete and particular a special perception of man or a cosmic view. (intergroup)	Define mythology and myth.	Mythology, Hamilton, (New American Library) 1942.
	Explain the culture of the early Greeks.	* The Class Menagerie, Nebraska State Dept of Ed., pp. 51-55 (available from Curriculum Services
	Filmstrip	FS-292 (T) Mythology is Alive and Well 2 parts
	Cassette	CA-292 (T) Heroes, Gods and Monsters of the Greet Myths

Content/Concepts	Suggested Activities	Suggested Resources
Some Greek myths may be categorized as tales of love, and the Cupid and Psyche is the most relevant of these tales. Other tales of love include the following characters: Pygmalion, Galatea, Baucis, Philemon, Endymion, Daphne, Pyramus, Thisbe, Orpheus, Eurydice, Ceyx, Alcyone, Alpheus, and Arethusa. (intergroup)	Have students read selected tales of love. Have students discuss selected characters in these tales of love. Bring myths into more contemporary concept. Show relationship and relevancy of them to now. *Class skits depicting love tales.	Mythology, pp. 92-116
Some Greek myths may be categorized as adventure stories. Characters from these adventures include Jason, Phaethon, Belleraphon, Otus, Ephialtes, and Daedalus. (intergroup)	Have students read selected adventure myths. Have students discuss selected characters in these tales of love. Compare with modern adventure stories.	Mythology, pp. 131-139
There are two great families found in Greek mythology. The first family is the House of Atreus and its family members include the following: Tantalus, Niobe, Pelops, Atreus, Thyestes, Agamemnon, Clytemnestra, and Orestes. The second family is the House of Thebes and its family members include the following: Cadmus, Oedipus, Antigone, Ismene, Polyneices, and Eteocles. (intergroup)	Have the students read the accounts about the two great families of Greek mythology. Have students discuss the relevant roles played by selected characters in these myths and explain why these families are noteworthy.	Mythology, pp. 236-240, 254-264

Course: English Grade: 9 Level: G/HP* Career C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
The Greek heroes are goodlike men who fought glorious wars and went on great adventures which have been celebrated by men all ages since.	*Define Hero, especially in terms of the Greeks' version of hero. Compare Greek and present day heroes. Stress unreal qualities with regard to myths. Filmstrip	FS (S) Splendor from Olympus, 2 pts.
The heroes before the Trojan War include Perseus, Theseus, Hercules, and Atalanta. (intergroup)	Have students read selected myths which contain heroes before the Trojan War. Have students explain why selected characters in these myths are heroes.	Mythology, pp. 141-173
The Trojan War produced many heroes such as Ajax, Diomedes, Paris, Hector, Achilles, Agamemnon, and Odysseus. (intergroup)	Have students read selected myths which contain heroes produced by the Trojan War. Have students explain the significance of selected heroes in these myths.	Mythology, pp. 178-202
One of the most notable heroes after the Trojan War was Odysseus. (intergroup)	After reading excerpts from The Odyssey (see poetry unit), have the students explain the heroic qualities of Odysseus.	Values in Literature, pp. 348-369 Mythology, pp. 202-219
Terms, creatures, and lesser characters of Greek mythology are as follows: 1. Prometheus 2. Epimetheus 3. Demeter 4. Persephone 5. Dionysus	Present a given list of terms, creatures, and lesser characters of Greek mythology and explain or define these terms. Worksheet	Mythology

Course: English Grade: 9 Level: G/HP* Career C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
6. Medea 7. Circe 8. Midas 9. Eros 10. Nemesis 11. Titans 12. Muses 13. Cyclops (Polyphemous) 14. Sirens 15. Centaur 16. Satyr (Pan) 17. Sphinx 18. Gorgons (Medusa) 19. Pegasus (intergroup)		
Mythology is an early science as it attempts to explain the origins and nature of man and his universe; therefore, mythology is not a formal mode of religion.	Explain the difference between mythology and religion. Worksheet - "Mythology as a Science"	Mythology, pp. 14-23
Greek mythology is relevant to contemporary times as evidenced by constant references to it, such as in advertising and in language (etymology).	Read an article on the use of mythology today. Using the yellow pages in the phone book, have students list as many companies as possible which refer to mythological heroes in their names or products.	"Mythology Today", Snap, Crackle, Write Shrank, (National Textbook Co.), 1979, p. 152-158.
The concept of the creation is important in understanding the origin of the gods and goddesses.	Explain the mythological explanation of creation.	Mythology, pp. 63-74

Course: English Grade: 9 Level: G/HP* Career C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
The Olympians and their particular traits are as follows: 1. Zeus - King of Gods 2. Poseidon - Ruler of the Sea 3. Hades - God of Wealth; King of the Dead 4. Pallas Athena - Goddess of the City 5. Phoebus Apollo - God of Light, Youth, and Manly Beauty; The Archer God 6. Artemis - Goddess of Wildlife; Huntsman-in-Chief to the Gods 7. Aphrodite - Goddess of Love and Beauty 8. Hermes - God of Commerce and the Market; Messenger of the Gods 9. Ares - God of War 10. Hephaestus - God of Fire 11. Hestia - Goddess of the Hearth 12. Hera - Goddess of Marriage (intergroup)	Worksheets - "Olympians and Their Traits" Transparencies - "Olympia Family Tree" *Conduct a "Greek Day." Have students bring Greek foods, participate in Greek dances and wear costumes to class.	Mythology, pp. 24-35 Teacher-made
The poets and playwrights of Greek mythology are known for particular literary traits and contributions. 1. Pindar was the greatest Greek lyric poet who wrote the Epinician Odes.	Lecture concerning the poets and playwrights of Greek mythology and their particular literary traits and contributions. Display books by ancient authors in classroom.	Mythology, pp. 21-23

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
2. Aeschylus created tragedy and wrote Agamemnon.	*Have Gifted/High Potential students read a book by one of the ancient authors.	
3. Sophocles depicts man as he should be and presents themes which show the tragedy of a specific struggle of a strong-willed individual working against fate. Oedipus and Antigone are two of his important works.		
4. Aristophanes created comedy and wrote the comic plays, Clouds, Birds, Frogs, and Wasps. He also wrote the first antiwar play, The Acharnians.		
5. Homer wrote poems to honor various gods, such as The Homeric Hymns, and heroes as in The Iliad and The Odyssey.		
6. Euripides presents man as he really is (as opposed to idealizing man). He is known for his work Medea. (intergroup)		
Drama - Romeo and Juliet is required reading.		
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events. Dram[illegible]as both written form (a scri[illegible] and a living form (the stage presentation). (intergroup)	After reading a play have the students dramatize a selected scene from the play, then discuss the dominant emotions presented in this particular scene. Provide a live pre[illegible]tation of a Shakespearean play.	Romeo and Juliet, pp. 494-577, Values in Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Moviestrip	FS-822.3 (S) Romeo and Juliet
A melodrama is a play based on a romantic plot and developed sensationally with little regard for convincing motivation and with a constant appeal to the emotions of the audience.	Have students read a melodrama and discuss the romantic components of the plot and how these elements affect the emotions of the reader. Have the students list the various emotions that the melodrama elicited in the reader.	
A romantic tragedy is a play which mixes sadness and mirth, and which includes subplots and comic relief scenes to satisfy the audience.	Identify comic scenes. After reading a romantic tragedy, have students contrast the emotions of sadness and joy as they are presented.	Romeo and Juliet
Tragedy is drama that gives the audience an experience of catharsis. The protagonist, a person of nobility, must make a moral decision that in turn influences the outcome of the drama. The protagonist usually has a serious fault - the tragic flaw - that leads to his downfall and death. The terror and pity felt by the audience produce catharsis, a cleansing or purifying of emotion.	In a selected drama, discuss the moral decision made by the protagonist and relate this decision to the outcome of the play. Have the students explain how the protagonist's tragic flaw contributes to his/her downfall and how this individual's downfall progresses.	

Content/Concepts	Suggested Activities	Suggested Resources
Dramatic structure of conventional tragedy consists of these components: . Introduction provides exposition. It creates tone, defines setting, and introduces some characters. Introduction is the background information essential to understanding the play. . Complication is the rising action - the building of tension caused by the conflict of opposing interests. The complication peaks at a moment of crisis. . Climax is the peak of action and emotional intensity. From this zenith, action and intensity must necessarily decline, so climax is sometimes referred to as the turning point. . Falling action stresses action from the forces opposing the protagonist. Suspense must be maintained while action moves swiftly and logically toward the disaster, the tragedy.	In a given play, have the students discuss the introductory information. In a given play, have the students plot the development of the complication, the climax, and the catastrophe.	

Content/Concepts	Suggested Activities	Suggested Resources
. *Catastrophe* is the moment marking the hero's tragic failure, often manifested by his death. This moment of tragedy satisfies the audience in its logical conformity to the order of events and in nobility of the succumbing hero.		
Dramatic conventions are techniques that substitute for reality. These techniques give the audience information they could not glean from a straightforward presentation of action. Conventions must be realistic enough that the audience can experience "that willing suspension of disbelief" so essential to good drama.	Have students cite examples of concealment, soliloquys, and asides in given plays. Have students explain the literary contribution made to the development of a character or of the plot by using these devices.	
. *Concealment* is a dramatic convention that allows a character to be seen by the audience, but remain hidden from fellow actors. This convention shows the differing perceptions of the various characters.	Have several students read and dramatize a famous soliloquy.	*Romeo and Juliet* or another Shakesperean play
. A *soliloquy* allows a character to speak his thoughts aloud, but not directly to the audience. This involves introspection, revealing the character's personal thoughts and feelings that would otherwise remain unvoiced.		

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
. An aside is a convention that lets a character speak directly to the audience without being overheard by other characters. This convention permits emphasis of character difference, and audience involvement on a more personal level.		
Dramatic irony occurs when a character's words or acts carry a larger meaning he does not perceive. The audience, however, is fully aware of the character's situation and can realize the full importance of the action. . Foreshadow - an idea or act which indicates an action which will happen later in the play. . Overhearing - when a concealed character hears the words or sees the actions of another character. . Flashback - advice which presents scenes or incidents that occurred prior to the opening scene of the work. . Pun - play on words based upon the similarity of sound between two words which convey different meanings.	*Have the students cite an example of foreshadowing, overhearing, flashback, and pun in a given play.	

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
A tragic hero is a common man who is torn between forces and who inevitably becomes a victim.	In a given play have the students explain why a particular character is the tragic hero.	
The dramatic conventions of aside, foreshadow, soliloquy, dramatic irony, overhearing, pun are within the play Romeo and Juliet.	Find specific examples of dramatic conventions in a Shakesperean play.	Romeo and Juliet
Dramatic structure of conventional five-act tragedy can be graphically represented by a pyramid. Introduction and complication form the rising slope of the pyramid. The peak of the action, or climax, is the apex. Falling action forms the downward slope of the pyramid, which ends at the catastrophe. This schema for the drama may be helpful for study of Romeo and Juliet, for there is a direct correlation between each component of the pyramid and each act of the play.	*Have students graphically construct a pyramid that indicates the dramatic structures of a Shakespearean play.	Romeo and Juliet

Content/Concepts	Suggested Activities	Suggested Resources
Another analysis of dramatic structure is one based on three divisions. The first is exposition, which explains the situation that gives rise to conflict. The second division deals with the conflict of the play. The final division shows the catastrophe which issues from the conflict. In a three-divisional concept of Romeo and Juliet, the first part of Act I constitutes exposition. The second part of Act I, all of Acts II, III, and IV, and the first part of Act V make up the conflict. The last part of Act V details the catastrophe. (intergroup)	Worksheet - "Three Divisions of Dramatic Structure"	Teacher prepared
The history and theater of Elizabethan times must be understood in order to appreciate Romeo and Juliet. (intergroup)	Lecture - "Elizabethan England"	
	Have students complete ditto packet on Shakespearean theater.	Shakespeare Alive, Kerner, (Pa. Stage Company), (Springhouse).
	Speaker	"Abnormal, Obscene Elizabethian Lifestyles" - Mrs. Kathy Wildonger, Springhouse Librarian.
	Filmstrips	FS-792.09 (S) A Day At the Globe Theater FS-792.09 (S) The Globe Theater: Its Design and Construction FS-792.09 (S) The Playhouse Comes to London FS-792.09 (S) Prologue to the Globe Theater

Course: English Grade: 9 Level: G/HP* Career, C.P. Unit: Literature Page 19

Content/Concepts	Suggested Activities	Suggested Resources
		FS-822.3 (T) William Shakespeare - His Life FS-822.3 (T) William Shakespeare - His Times FS-822.3 (T) William Shakespeare - His Works FS-922.3 (T) William Shakespeare - His Style
Optional: *There are different levels of thinking.	*Have students discuss various levels of thinking.	*The Class Menagerie, pp. 40-42
	Other audiovisual materials for use in this unit: Filmstrips FS-792 (T) Modern Theater Design FS-822.3 (T) A Research Paper on Shakespeare, 4 pts.	FS-813 (T) Gift of the Magi FS-808.1 (T) Understanding Poetry, 4 pts. FS-808.3 (T) Understanding the Short Story, 6 pts.
	Records RC-813 (T) The Hobbit and the Fellowship of the Ring RC-822.3 (T) The Shakespeare Plays, 3 pts. RC-808.1 (T) Understanding and Appreciation of Poetry RC-808.55 (T) Let's Say Poetry Together RC-811.008 (T) Poems of Patriotism	RC-821.08 (T) A Treasury of Great Poetry RC-821.08 (T) America Listens to Literature RC-821.08 (T) Famous Poems That Tell Great Stories RC-821.08 (T) The Heart Speaks: Lyrics of Love
	Cassettes CA-822.3 (T) Romeo and Juliet CA-822.3 (T) Selected Sonnets of Shakespeare	

Department: English
Grade: 9
Course: English
Level: G/HP*
Career
CP
Unit: Grammar and Punctuation

Overview of Unit:

The study of grammar and punctuation and, more specifically, the grammar scope and sequence developed for our district represents an effort to present a specific sequential set of concepts which will enable students to communicate effectively through speech and writing. The English department has agreed to (1) utilize materials and instructional procedures that contain traditional terminology, (2) have teachers of each grade level be responsible for a determined portion of the scope and sequence, and (3) except for a few elements, teach grammar and punctuation on an "as needed" basis in the eleventh and twelfth grades.

Suggested Instructional Time:

7-8 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. identify, define, recognize and use in writing (I-D):
   a. correlative conjunctions.
   b. subordinating conjunctions.
   c. restrictive appositives.
   d. nonrestrictive appositives.
   e. noun clauses.
   f. adjective clauses.
   g. adverb clauses.
   h. four types of sentences structures.
3. recognize and use in writing (D):
   a. the three types of pronouns.
   b. the perfect tenses of verbs.
   c. principal parts of verbs.
   d. substantive as complement (sentence pattern).
   e. adjective as complement (sentence pattern).
   f. possessives.
   g. the form of the appositive.
   h. the function of the appositive.
   i. clauses.

4. Identify (I):
    a. the comma with introductory phrases and clauses.
    b. the comma with introductory modifiers.
    c. the comma with nonrestrictive phrases and clauses.
    d. the comma with a subordinate clause after an independent clause.
    e. the comma with titles and degrees.
    f. the colon with enumerations and lists.
    g. the colon with formal statements, quotations and questions.
    h. brackets
    i. quotation marks for quotes within quotes.
    j. the dash for abrupt breaks in thought.
    k. italics and ellipsis.
5. identify and use in writing (I-D):
    a. the comma with clauses in a series.
    b. the comma with independent clauses.
    c. the semicolon.
    d. the colon with independent clauses.
    e. the hyphen in numbers and fractions.
    f. the hyphen in prefixes and capitalized root words.
    g. the hyphen with suffixes.
    h. the apostrophe with plurals of letters and numbers.
6. use in writing (D):
    a. the comma with appositives.
    b. the comma with interrupters.

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English **Grade:** 9 **Level:** G/HP* Career, CP **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
A knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Reinforce grammar and punctuation rules through writing.	Warriner's English Grammar and Composition: Third Course, Warriner, Whitten, Griffith, (Harcourt, Brace, Jovanovich), 1977.
Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.	Show teacher prepared transparencies for: --types of clauses --rules and exercises in punctuation	Grammar and Punctuation Bibliographies, Available from libraries of High School Springhouse Troxell
	Have students: --make up tests for each concept and exchange --fill in an incomplete outline of the text --complete teacher prepared dittos --drill for concepts	Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith (Harcourt, Brace, Jovanovich), 1977.
	*Have students prepare a skit or other presentation, reviewing a part of speech.	Grammar Review available from Curriculum Services
	*Have students prepare a bulletin board to review grammar from previous years.	
	*Have students prepare a bulletin board to explain new concepts in grammar.	
	Filmstrips	FS-421 (T) Comma and Semicolon FS-421 (T) Colon, Dash, Parenthesis and Quotation Marks

Department: English
Grade: 9
Course: English
Level: G/HP* Career, CP
Unit: Writing

Overview of Unit:

The Parkland School District Writing Program exposes the student to the sentence, the outline, the paragraph, the theme, the letter, creative writing, and the research paper. The student receives multiple experiences in these types of writing while developing proficiency in the areas of usage and mechanics. The ultimate outcome is to prepare the student to communicate effectively in college and in society. Each grade reinforces and builds upon the concepts previously presented and adds new concepts.

Suggested Instructional Time:

6-8 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run on.
2. write a sentence that does not contain misplaced modifiers.
3. identify dangling modifiers and tense consistency in a sentence.
4. write a sentence that is consistent in tense and that does not contain dangling modifiers.
5. identify the form of the outline and the terms associated with it, including parallelism and coherence.
6. write a paragraph with emphasis upon placement of the topic sentence, development of the body, and effectiveness of the closing sentence.
7. develop transitions between paragraphs, identify unity and coherence in a paragraph, and proofread a paragraph for content and mechanical errors.
8. identify a paragraph that is developed by the various orders: chronological, spatial, importance, and general to particular.
9. identify the differences among descriptive, narrative, expository, opinion, and persuasive paragraph.
10. write an expository paragraph.
11. write an opinion paragraph.
12. write a persuasive paragraph.

Department: English G/HP*
Grade: 9 Career
Course: English Level: CP Unit: Writing

13. identify an expository paragraph that presents a comparison or a contrast.
14. write a theme showing evidence of its form.
15. identify critical analysis as an expository type of theme.
16. write a creative composition.
17. identify the following aspects of style: diction, varied sentence types, unity, coherence, avoiding monotony, and point of view.
18. use the levels of usage: standard, informal, formal, and nonstandard.
19. show correct usage of auxiliary verbs, pronoun cases, coordinating and correlative conjunctions, pronoun antecedent agreement, and subject-verb agreement.
20. identify and use subordinating conjunctions and conjunctive adverbs.
21. identify tense consistency in writing.
22. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English　Grade: 9　Level: G/HP* Career, CP　Unit: Writing　Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of punctuation. Fragments, run ons, and misplaced modifiers should not be evident in a student's writing.	Review the definition of a sentence. Have students: --begin with simple predicate and build sentence by adding words. --use anonymous examples of student's writing to show difference between sentence and fragments. --complete teacher-made dittos for identifying fragments and run-ons by correcting each and making a complete sentence.	*Warriner's*, Third Course, Chapter 10 Teacher resource *Grammar and Composition*; Bauer, Biener, Capo, Forlini, Moore, Shaw, Verner, (Prentice Hall), 1982.
A topic sentence should be consistent in tense and should not contain dangling modifiers. 1. Dangling Modifier - A modifying phrase or clause that does not clearly and sensibly modify a word in a sentence is a dangling modifier. 2. Tense consistency - Tenses should not change needlessly from one verb form to another.	Have students: --identify topic sentences in given paragraphs and look at examples of tense consistency. --write topic sentences for given topic ideas, and then check for dangling modifiers and tense consistency. --correct examples of student writing.	Teacher prepared worksheets Teacher prepared worksheets
Outline - An outline is written showing evidence of form. (study skill) An outline is necessary to write a paragraph or theme. An outline shows evidence of parallelism and coherence.	Review proper outline format Have students: --list ways in which an outline is helpful before writing a paragraph. --list reasons why an outline is necessary before writing a theme. --fill in blank outlines. --identify coherence in student made outlines.	*Warriner's*, Third Edition, pp. 327-330 Teacher prepared worksheets

Course: English **Grade:** 9 **Level:** G/HP* Career CP **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
	--in a given outline, identify parallel elements and coherence. *--brainstorm topic, list ideas, group accordingly, eliminate those which do not pertain, emphasize whole/part. --form outline on chapter of textbook used in another course.	
	Require outline for all formal composition assignments.	
	*Stress outline when completing a timed writing.	
Paragraph - A group of related sentences containing a topic sentence, transitions, support, and a concluding sentence.	Note: Students will write at least six paragraphs for this course. See scope and sequence for required types.	
	Review the basic componants of a paragraph via examples and discussion.	
	Have students: --develop topic outlines for paragraph. *--brainstorm ideas for paragraph writing.	The Class Menagerie, pp. 81-82, 96
The understanding of form, development, and order are necessary to write a paragraph.	Have students develop sentence outlines for paragraph.	
	Study examples and correct poorly written paragraphs.	
	Filmstrip	FS-418 (S) Your Writing Series, 8 parts

Course: English Grade: 9 Level: G/HP*
Career
CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
The expository, opinion, and persuasive paragraphs are written showing correct placement of topic sentence, devlecpment of body, use of transitions, unity, coherence, and effectiveness of closing sentence.	Review transitions by worksheets or using transparencies to show examples.	
	Provide a paragraph without transitions and ask students to supply acceptable ones.	
	Have students use various transitional devices in a paragraph writing assignment.	
	*Have students write paragraphs to show evidence of the exposition, opinion and persuasive forms.	
	Filmstrip	FS-418 (S) Making Transitions in a Written Composition
A creative composition is written showing evidence of imagination.	Note: Students will write one creative writing for this course.	
	Have students: --write in response to photos, music --role play, assume identity of inanimate object. *--discuss the differences in style between creative and more formal types of writing.	
Descriptive, narrative, opinion, persuasive, and expository paragraphs are different types of paragraphs.	Provide examples of each type and discuss similarities and differences.	
	Have students: --write a topic sentence for each type. --write one paragraph of each type, all based on the same general topic. *--through examples on worksheets, select the paragraphs that belong in these categories.	

Course: English **Grade:** 9 **Level:** G/HP* Career CP **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrips	FS-808 (S,T) Assignments in Composition: The Process Paper The Cause and Effect Paper
A paragraph should be proofread. (study skill)	Review the importance of proofreading. *Provide students with list of common errors to assist them in proofreading. Allow students to proofread aloud. Encourage students to read each other's work for comment and correction.	
Order should be evident in a paragraph.	Define and give examples of spatial, chronological, importance. *Discuss deductive/inductive reasoning. Have students write a paragraph to check for order.	
Comprison or contrast are used to develop a paragraph.	Have students: *--write paragraphs of comparison and contrast. *--analyze the content and style of student written paragraphs of comparison and contrast.	
Theme - A theme is a short paper dealing with a single phrase of a subject and consisting of an introduction, body and conclusion.	Note: Students will write three themes for this course. See scope and sequence for types. Explain necessary steps to follow when writing a theme based on literature. Show students examp[illegible] of themes.	Packet - available from Curriculum Services

Content/Concepts	Suggested Activities	Suggested Resources
A theme is written showing evidence of an introduction, body, and conclusion.	*Have students write a theme showing evidence of an introduction, body, and conclusion.	
Critical analysis - In a critical analysis the writer examines and appraises the work of an author. A critical analysis may include describing the qualities of a major character in a selected piece of literature, explaining the theme of a story, or identifying poetic techniques or elements from a poem.	Brainstorm aspects of an analysis orally in class prior to assigning a theme based on literature. Discuss a wide variety of possible supporting details, allowing students to choose those details most applicable. Have students: *--write a critique of one short story read in a collection of works by a particular author. *--write a critical analysis of a novel that was discussed in class.	Handout - available from Curriculum Services
Style - A mode of expressing language characteristic of an individual.	Examine different authors to see examples of various styles. *Compare and contrast the style of two or more authors who were recently read by the class. *Have students examine their own style of writing by comparing one of their recent written works with those of their classmates.	
Diction - Diction is selecting the appropriate word or phrase for the proper writing situation.	Use dittoed exercises to: --choose better words --choose appropriate words	

Course: English Grade: 9 Level: G/HP* Career CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
	*In corrected compositions, have students examine and employ alternative words to their first word choices.	
Sentences vary according to structure. They may be simple, compound, complex or compound-complex.	Have students practice writing sentences with different structures in grammar unit.	
	Teach sentence structure in conjunction with grammar unit on clauses.	
	*Have students check and revise their written work so that not more than half the sentences in a paragraph are simple or compound.	
Unity and coherence are elements of style.	*Have students point out unity and coherence in their own writings.	
	Kit	KIT-808 (S) Improve Your Writing
Varied sentence beginnings avoid monotony.	Teach this concept in conjunction with grammar unit.	
1. Sentences may begin with single word modifiers. 2. Sentences may begin with prepositional phrases. 3. Sentences may begin with subordinate clauses.	Have students: --write three sentences on the same topic; first using single word modifier, second using prepositional phrase, and lastly, using subordinate clause. *--rewrite some of their former compositions in order to vary sentence openers using the three techniques listed.	

Content/Concepts	Suggested Activities	Suggested Resources
A story can be written from two points of view: first person and third person.	Give the students stories written in first and third person so they can examine the effect that is achieved. *Upon completion of the short story unit in literature, have students write a creative original short story in either first or third person.	
Usage		
Standard and nonstandard levels are evaluated.	*Review usage problems with entire class when these problems occur in more than three students' papers.	Warriner's, Third Edition, Chapters 5-9
Auxiliary verbs, conjunctions, pronoun antecedent, and subject verb agreement should be evident in writing.	Use teacher prepared worksheets and posters to show standard usage in comparison to nonstandard usage.	
Pronouns exist in three cases.	Reinforce through writing.	
Subordinating conjunctions and conjunctive adverbs are used in writing.	Revise paragraphs *Use anonymous examples of students writing to cite problems. Have students: *--check their own papers for usage errors. *--write a theme or paragraph in which they must use at least one of the subordinating conjunctions and one of the conjunctive adverbs. *--take former writings of theirs and convert some sentences into subordinating clauses to combine into a complex or compound-complex sentence.	

Content/Concepts	Suggested Activities	Suggested Resources
1. Subordinating conjunctions introduce adverbial clauses.	*Have students write sentences that contain adverb clauses that are introduced by subordinating conjunctions.	
2. Conjunctive adverbs are certain kinds of adverbs which can also be used as a conjunction coordinating two independent clauses. Some examples are also, furthermore, nevertheless, besides, however, therefore, thus, so, consequently, hence, likewise, still, then, moreover.	Use teacher prepared worksheets to review and to identify conjunctive adverbs. Have students: *--write sentences in which conjunctive adverbs join main clauses. *--revise some of their previous writings to combine sentences with a conjunctive adverb.	
Usage problems occur in a student's writing.	Have students: --find usage problems in sample sentences or the writings of another student. *--proofread their own writings for usage errors.	Teacher prepared worksheets

Department: English
Grade: 9
Course: English
Level: G/HP* Career, CP
Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with systematic vocabulary growth and enrichment of their vocabularies. Words have been selected on the basis of their appearance on standardized vocabulary lists that are recognized as a valid basis for teaching language skills, their frequency in present day books and mass media and their use in preferred oral communications. The differences in each grade level's program are reflected not only in the level of words presented but also in the difficulty of the sentences in which they are used and the contexts in which the student is required to apply them. The aim of the instructional program is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time: 1 period/week or 1 period/2 weeks - instruction should be spread over the entire school year. (4-6 weeks)

Intended Student Objectives:

The student will be able to:

1. Pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of words (word families).
7. apply vocabulary techniques and words to the Scholastic Aptitude Tests.

Suggested Evaluation:

Course: English Grade: 9 Level: G/HP* Career, CP Unit: Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment. Have students: --write original sentences employing the vocabulary words of given chapters. *--identify various forms of vocabulary words. *--work independently on the units. *--use a certain number of vocabulary words in sentences written for grammar homework or for composition work. The number of vocabulary words to be used will depend upon the number of units covered to that time.	For C.P. sections Vocabulary Workshop, Level D Shostak (Sadlier-Oxford), 1977. Warriner's English Grammar and Composition: Third Course; Warriner, Whitten, Griffith, (Harcourt, Brace, Jovanovich), 1977, Chapter 27. *The Class Menagerie, p. 73 For Career sections Vocabulary Through Pleasurable Reading, Levine, (Amsco School Publications), 1974.

Department: English
Grade: 9
Course: English　　Level: C.P., G/HP*　　Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is disigned to help students formulate their thoughts and feelings and express them effectively and understandably. Certain fundamental principles are essential to understand and are best learned when they find expression in actual experience. Our students should gain self-confidence in their speaking abilities by giving speeches.

Suggested Instructional Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English Grade: 9 Level: G/HP*
Career
CP Unit: Speech (optional) Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	*Recitations - Have students recite teacher selected lines (12-15) from Romeo and Juliet. Videotape recitations. Play back and critique. Requirements: memorization of lines, expression, articulation, intonation, body language.	Teacher resource: The Art of Speaking Made Simple, Gondin and Mammen, (Doubleday and Co.), 1981.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.	Acting - Have students act out a part in a Greek mythology skit. Written (revised from original myth), produced, and acted by students. Requirements: same as for recitations.	
	*Interviews - Have students take turns interviewing characters from a required novel or the author. Creative expression, preparation of questions and responses, plausibility, enunciation, audience interest, volume, eye contact, conclusion.	
	Records	RC-808.5 (S) Toward More Expressive Speech RC-808.53 (S) The Art of Debate RC-808.53 (S) Mini Debates for Beginners

10th grade CP

Department: English
Grade: 10
Course: English Level: CP, G/HP* Development Team: English Department

Course Description:

The tenth grade English program centers around literature, composition, grammar, speech, and vocabulary. In order to develop an appreciation and understanding of the various types of literature, the course is taught according to genre (short story, novel, poetry, drama, and nonfiction).

The program reviews basic grammar and presents new concepts.

The approach to vocabulary is through a vocabulary textbook.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Department: English
Grade: 10
Course: English Level: CP, G/HP*

Note: *G/HP-Gifted/High Potential Program

Asterisks identify components of the curriculum guide that reflect higher level thinking skills that may be used with gifted students. When possible, the components should be used "in place of" rather than "in addition to" the regular program. These higher level thinking skill components should not be used exclusively in the gifted courses. Rather they should be used with any groups that you feel may benefit from the experience. However, research and our own experience tell us that gifted and very capable students may handle the components more consistently and to a greater degree of success than students in the regular program..

Department: English
Grade: 10
Course: English Level: C.P., G/HP* Unit: Literature

Overview of Unit:

Parkland bases its literature program upon the principle that literature is a major area of study. It is our extension of the classroom through which teachers expose the students to characters, life situations, environments, values, and our heritage. Via the various genres, instructors encourage the students to mature as they question their relationship to the complexities inherent in each grade's poetry, prose, and drama.

Major emphasis on genre begins in ninth grade and continues with its culmination in twelfth grade at which time the students should have been exposed to all literary skills necessary to appreciate and analyze the various genres of literature.

Suggested Instructional Time:

10-12 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grade levels.
2. identify and define the terms unity, compression, mood.
3. read a short story and determine from what point of view the selection is written.
4. read a short story and recognize the effect unity has on a short story.
5. recognize the effect of mood upon character and setting.
6. explain the effect symbols have upon the impact of a theme in a short story.
7. read a minimum of five short stories in Adventures in Appreciation.

Novel

1. identify and define the genre of the novel in terms of its type of elements.
2. read a minimum of two of the following novels: A Tale of Two Cities, The Pearl, A Separate Peace, The Good Earth, Silas Marner, Ordinary People.

Department: English
Grade: 10
Course: English Level: C.P., G/HP* Unit: Literature

Biography - Autobiography

1. identify the characteristics of a biography.
2. recognize the differences between the biography and the autobiography.

Poetry

1. identify and define the genre of poetry and its pertinent subcategories from previous grades.
2. identify and define the following types of metrical feet: trochaic, anapestic, dactylic.
3. identify and define the following figures of speech: synecdoche, litotes, and paradox.
4. recognize blank verse and the following type of metrical feet: trochaic.
5. recognize the following figures of speech: synecdoche, litotes, and paradox.
6. recognize epic, haiku, and mood.
7. write an example of the following type of metrical feet: trochaic.
   blank verse; the following figures of speech: synecdoche, litotes, paradox; haiku; and a poem of mood.

Drama

1. recognize the genre of drama and pertinent subcategories from previous grades.
2. define the terms farce, comedy, and anachronism.
3. recognize that drama embodies elements such as the conditions that give rise to a theater in a culture, historical influences, the role of the theater in society, and dramatic forms.
4. distinguish that farce, melodrama, and tragedy are separate types of plays within drama.
5. construct a plot line showing the five-part structure of _Julius Caesar_.
6. list evidences of anachronism and concealment in _Julius Caesar_.
7. discuss pun, aside, foreshadow, soliloquy, flashback, overhearing, dramatic irony as found in _Julius Caesar_ and one other play.
8. discuss protagonist, anatgonist, and tragic hero in _Julius Caesar_.
9. discuss form and elements of theme and setting as related to _Julius Caesar_.
10. differentiate between comedy and tragedy.
11. read two of the following plays: _Julius Caesar_, _A Raisen In the Sun_, _Cyrano DeBergerac_.

Suggested Evaluation:

Course: English Grade: 10 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources (study skill).	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English (study skill).	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English (Career Ed.).	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of five short stories must be read from the textbook.		Adventures in Appreciation, (Harcourt, Brace, Jovanovich), 1973.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, and setting.	Have students read and discuss stories.	"Contents of the Dead Man's Pockets", "To Build a Fire", "The Revolt of Mother", Adventures in Appreciation
	Lecture on the elements of a short story.	
	Have students write character sketches of major characters in stories.	
	Record	RC-808.8 Adventures in Appreciation
	Filmstrips	FS-808.3 How to Read the Short Story RC/FS-808.3 How to Read and Understand a Short Story RC/FS-808.3 Forms of Literature: The Short Story
	Take students to library to select reading books in any or all of the following areas: --fiction --nonfiction --biography --autobiography	Classroom Resource: A Handbook To Literature, Holman, (Odyssey Press), 1972.

G/HP*
Course: English Grade: 10 Level: C.P. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
Unity is the concept that a literary work shall have in it some organizing principle to which all its parts are related so that, viewed in light of that principle, the work is an organic whole.	Have students read and discuss story.	"Leader of the People", Adventures in Appreciation
	Filmstrip	FS- Elements of a Short Story
Mood is the tone which prevails in a piece of literature.	Have students read and discuss story.	"Land", Adventures in Appreciation
A short story may be written from any one of four points of view and these views can be identified in a short story.	Have students read and discuss story.	"The Duke's Children", Adventures in Appreciation
	Have students write paragraphs on a variety of short story subjects.	
Mood will affect character and setting.	Give a brief background of some of the writers. Demonstrate how events in their lives influence their outlooks on life as revealed at their stories.	
Symbols have a particular affect upon the work as a whole.	Have students work in small groups to identify symbols and their meanings.	"Masque of the Red Death", Adventures in Appreciation
	Have students write a theme based on the themes of the stories.	
	Have students write a short story.	
	Filmstrips	FS-808 How to Read the Short Story RC/FS-808.3 How to Read and Understand Short Story RC/FS-808.3 Forms of Literature: The Short Story

Content/Concepts	Suggested Activities	Suggested Resources
Novel - A minimum of two of the following novels must be read: A novel is any extended fictional prose narrative. (intergroup)		A Tale of Two Cities, Dickens, (Signet) The Pearl, Steinbeck, (Hertzberg A Separate Peace, Knowles, (Hertzberg New Method) The Good Earth, Buck, (Pocket Books) "Silas Marner", Eliot, Advenutres In Appreciation, (Harcourt Brace)
	Lecture and discussion on the elements of a novel.	Ordinary People, Guest, (Ballantine Book
	Relate novels read to contemporary novels, movies and television.	
	Demonstrate how an author gives unity to his novel by tracing patterns that recur in the novel.	
	Have students complete study guides.	Study Guides - (B. Gilio)
	Discuss the role of the narrator and how his/her point of view affects the reader.	
	Have students do character sketches.	
	Have students write an essay within the novel theme as a thesis.	
	Filmstrips	RC/FS-808.3 Forms of Literature: The Novel, 2 pts. RC/FS-813.09E Pearl Buck: The Good Earth RC/FS-813.9E John Steinbeck

Course: English Grade: 10 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Cassettes	CA-813.54 A Separete Peace CA-813.18 Silas Marner
	Bibliography	John Steinbeck, Library
Essay		
The essay is a moderately brief prose discussion of a restricted topic.	Define and cite the purpose of an essay. Have students read and discuss essays.	"Sir Roger and The Witches", "The Voyage", "My War with Ospreys", Adventures in Appreciation Native Voices, Brodkin, Pearson, (Globe) 1971 Essays Old and New, Jameson, (Harcourt Brace) 1957
The formal essay is a prose narrative characterized by sober seriousness of purpose,	Discuss the presence of these elements in the essays read. Use dramatic reading when orally interpreting designated essays.	Any of textbooks above
The informal essay is a prose narrative characterized by humor, the personal element, graceful style, rambling structure, novelty or unconventionality of theme, freshness of form, freedom from stiffness and affectation, incomplete or tentative treatment of topic.	Have students write an essay expressing opinions about a controversial issue or personal issues. Have students write a theme or an essay.	Any of textbooks above.
Introduction should be given to the formal and the informal essay.	Demonstrate the difference between the formal and informal essay by discussion of tone, mood, i[illegible]y and point of view.	

Course: English Grade: 10 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Biography - Autobiography		
A biography is the accurate presentation of a life history from birth to death of an individual; this presentation being secured through an honest effort to interpret the facts of the life in such a way as to offer a unified impression of the character, mind, and personality of the subject.	Have students read and discuss a biography	"A Child's Christmas In Whales", Adventures In Appreciation "The Life of Caesar", Adventures In Appreciation "Early Days", The Autobiography of Mark Twain Life on the Mississippi
	Record	RC-92 Selections from the Autobiography of Mark Twain
A biography is anecdotal and episodal.	Have students read a biography and give a class oral report.	Any of textbooks above.
A biography is written by an author who is not the person whose life is told in the story, and the biography need not be written about a living person.	Have students interview a classmate and then write a biography of that person.	
An autobiography is a narrative of the author's life, written by himself, with some stress upon introspection.	Have students read an autobiography and give a class oral report.	Any of textbooks above.
Poetry		
The trochaic foot consists of a stressed syllable followed by an unstressed syllable. / ∪	For the concepts in poetry the teacher may: Lecture on the various types of poetry and the terms of poetry.	Teacher resource: Teaching Poetry in the High School, Sweetkind (Macmillan Co.), 1954
	Have students complete worksheets of poetic terms and poetic forms.	Worksheets - (B. Gil[illegible]

Content/Concepts	Suggested Activities	Suggested Resources
Synecdoche is a form of metaphor which in mentioning a part signifies the whole or the whole signifies the part.	Filmstrip	RC/FS How To Read and Understand Poetry, 2 parts
	Record	RC-808.1 Forms of Poetry RC-808.1 Understanding and Appreciation of Poetry
Litotes is an understatement and is achieved by saying the opposite of what one means or by making an affirmation by stating the fact in the nagative. It can be considered the opposite of hyperbole.	Transparencies	TR-808.1 Introduction to Poetry
Paradox is a statement which while seemingly contradictory or absurd may actually be well-founded or true, and it is usually used to secure emphasis.		
Drama - A minimum of two of the following plays must be read:		Julius Caesar, Shakespeare, Adventures in Appreciation A Raisin In the Sun, Hansberry (Hertzberry New Method) Cyrano DeBergerac, Rustand (Bantam)

Content/Concepts	Suggested Activities	Suggested Resources
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events. (intergroup)	Lecture on the elements of drama. Have students complete worksheets on dramatic terms.	Julius Caesar Worksheets - (B. Gilio)
	Filmstrips	RC/FS-809.2 What is Drama, 2 pts. RC/FS-809.2 How to Read and Understand Drama, 2 pts.
	Records	RC-822.3 Julius Caesar RC-812 A Raisin in the Sun RC-842 Cerano DeBergerac
The term farce is used to denote a short humorous play.		
Comedy is a term referring to a light form of drama which aims primarily to amuse and which ends happily.		
The term anachronism is the false assignment of an event, a person, a scene, language--in fact anything--to a time when that event or thing or person was not in existence.		
The history and theater of Elizabethan times must be understood in order to appreciate Julius Caesar. (intergroup)	Lecture on the political and historical background of Rome and Elizabethan England (Review from 9th grade).	

Course: English Grade: 10 Level: G/HP* C.P. Unit: Literature Page 8

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrip	RC/FS-822.3 Shakespear's Theater FS-822.3 The Life of William Shakespeare FS-822.3 A History of the English Theater: The Playhouse
	Tape	TA-822.3
	Biography	William Shakespeare, Library
There are several types of drama. Included among these types are the following: farce, melodrama, and tragedy.	Dramatic readings by teacher.	Julius Caesar Raisin in the Sun
Julius Caesar exemplifies the five-part structure typical of Shakespeare's plays.	Read and discuss play.	Julius Caesar
	Filmstrip	FS-822.3 Shakespeare Scene by Scene - Julius Caesar, 6 pts. FS-822.3 Julius Caesar, 2 pts.
Anachronism and concealment are skills evident in Julius Caesar.	Analyze the importance of certain characters, motives and consequences.	
The pun, the aside, foreshadow, soliloquy, flashback, overhearing, and dramatic irony are dramatic conventions found in Julius Caesar.	Listen to recording of a play.	
A protagonist, an antagonist, and a tragic hero are in evidence in Julius Caesar.	Have students perform scenes from plays.	Julius Caesar
	Read scenes or acts of plays out loud.	

Course: English Grade: 10 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Theme and setting are important elements in Julius Caesar.	Have students write an essay on the major theme of Julius Caesar.	
	Filmstrip	FS-822.3 A Pictorial Guide to Julius Caesar, 2 pts.
Comedy and tragedy are distinct forms of drama.	Lecture on the background of plays.	
	*Have students write in-class themes, as opposed to take-home themes, after reading and discussing novels and plays.	
	*Assign individual students sections of novels, plays, or short stories of which they are responsible for explaining to the class the various literary elements involved in the selection.	
	*Lecture in a conversational tone and expect that the students take and organize notes from this type of lecture.	
	*Allow for more class discussion concerning issues involved in essays, novels, and plays.	
	*Note: The teacher of gifted/high potential students should allow more time for analytical class discussions, should give students more independent projects, and should make assignments which require the use of higher level thinking skills.	

Department: English
Grade: 10
Course: English Level: CP, G/HP* Unit: Grammar and Punctuation

Overview of Unit:

The study of grammar and punctuation and, more specifically, the grammar scope and sequence developed for our district represents an effort to present a specific sequential set of concepts which will enable students to communicate effectively through speech and writing. The English department has agreed to (1) utilize materials and instructional procedures that contain traditional terminology, (2) have teachers of each grade level be responsible for a determined portion of the scope and sequence, and (3) except for a few elements, teach grammar and punctuation on an "as needed" basis in the eleventh and twelfth grades.

Suggested Instructional Time:

6-7 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. identify and define (I):
   (voice)
3. identify, define, recognize and use in writing (I-D):
   a. progressive and emphatic verb forms
   b. mood
   c. verbals - the infinitive, the participle, the gerund
   d. infinitive phrases
   e. participial phrases
   f. gerund phrases
4. recognize and use in writing (D):
   a. substantive as complement (sentence pattern)
   b. adjective as complement (sentence pattern)
   c. restrictive appositives
   d. nonrestrictive appositives
   e. all types of clauses

5. identify (I):
   (quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English)
6. identify and use in writing (I-D):
   a. the comma with verbal phrases.
   b. the comma with omitted words.
7. use in writing (D):
   a. the comma with introductory phrases and clauses
   b. the comma with introductory modifiers
   c. the comma with nonrestrictive phrases and clauses
   d. the comma with appositives
   e. the comma with a subordinate clause an independent clause
   f. the comma with interrupters
   g. the colon with enumerations and lists
   h. the colon with formal statements, quotations and questions
   i. brackets
   j. quotation marks for quotes within quotes
   k. italics and ellipsis

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts on a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English **Grade:** 10 **Level:** CP, G/HP* **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing. Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.	Have students: -complete exercises in grammar book. -review all assigned exercises in class. -respond to questions individually to pinpoint areas of confusion and misunderstanding. -complete any unfinished assignments as homework. -write sentences which contain particular grammar practices. -correct sentences with faulty grammar. *Pretest students on items on the continuum to determine if the item needs review. *Briefly review items on the 10th grade continuum and have students do exercises on their own.	Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith (Harcourt, Brace, Jovanovich), 1977. Grammar and Punctuation Bibliographies available from libraries of High School Springhouse Troxell Individualized Instruction Packets available from Curriculum Services "Phrases and Clauses" - Keyed to Warriner's Grammar and Composition, 1965. Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith (Harcourt, Brace, Jovanovich), 1977.
	Filmstrips	RC/FS-421 Punctuation Problems, 4 pts.
	Transparencies	TR-428 Advanced Punctuation

Department: English
Grade: 10
Course: English
Level: G/HP* CP
Unit: Writing

Overview of Unit:

The Parkland School District Writing Program exposes the student to the sentence, the outline, the paragraph, the theme, the letter, creative writing, and the research paper. The student receives multiple experiences in these types of writing while developing proficiency in the areas of usage and mechanics. The ultimate outcome is to prepare the student to communicate effectively in college and in society. Each grade reinforces and builds upon the concepts previously presented and adds new concepts.

Suggested Instructional Time:

6-8 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run on and does not contain misplaced or dangling modifiers.
2. identify faulty parallelism in a sentence and write a parallel sentence that is also consistent in tense.
3. identify the types and the form of the outline and the terms associated with it, including parallelism and coherence.
4. write a paragraph with emphasis upon placement of the topic sentence, development of the body, and effectiveness of the closing sentence.
5. develop transitions between paragraphs, identify unity and coherence in a paragraph, and proofread a paragraph for content and mechanical errors.
6. identify a paragraph that is developed by the various orders: chronological, spatial, importance, and general to particular.
7. write an expository paragraph.
8. write a creative composition. (optional)
9. develop a theme showing evidence of its form.
10. write a theme showing evidence of transitions between paragraphs.

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11. write a critical analysis showing evidence of its form.
12. write an explication showing evidence of its form. (optional)
13. write an argumentative theme showing evidence of its form.
14. employ the resources in the library.
15. employ the following aspects of style: diction, varied sentence types, unity, coherence, avoiding monotony, parallelism, and point of view.
16. identify and use standard and parallel sentences, appositives, and word, phrase, and clause modifiers.
17. show correct usage of pronoun cases, conjunctions, pronoun antecedent agreement, subject verb agreement, and tense consistency.
18. use in writing, the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English **Grade:** 10 **Level:** G/HP* CP **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of punctuation.	Have students: -complete exercises in grammar book. -diagram sentences in class or as homework. -correct sentences in their's and other classmates' themes. -write sentences using vocabulary words.	Warriner's English Grammar and Composition, Fourth Course, Warriner and Griffith (Harcourt, Brace, Jovanovich), 1977, Chapter 1, 2, 11.
Fragments, misplaced modifiers, run-ons, dangling modifiers, and consistency in tense should be understood in relationship to the sentence.		Teacher resource: A Survival Kit for Teachers of Composition, Leonard & Beer, (Center for Applied Research in Education, Box 130, West Nyack, New York 10995), 1981.
A sentence should not contain faulty parallelism.	Filmstrips	RC/FS-428 Conquering Composition: Sentence Problems, 2 pts.
(Faulty parallelism) - Parallelism in sentence structure exists when two or more sentence elements of equal rank are similarly expressed. Refer to Warriner's Complete Course.	Transparencies	TR-425 Sentence Building TR-808.02 Composition: Writing Effective Sentences TR-425 Compound and Complex Sentences
The Outline - An outline is written showing evidence of form. An outline is necessary to write a paragraph or theme. An outline should show evidence of parallelism and coherence.	Have students: -complete exercises in grammar book. -develop outline on chalkboard. -outline a chapter in grammar book. -outline chapter of science or history book. -develop an outline on a topic of student's choice. -outline short work of literature. -develop outlines for all themes they write.	Warriner's, Chapter 14
	Sound Slide Set	Career SSS-371.3 How to Survice in School: Notetaking and Outlining Skills, 2 pts.
	Transparencies	TR-808 Organizing Compositions

Content/Concepts	Suggested Activities	Suggested Resources
Note: Students will write at least four paragraphs for this course. See scope and sequence for required types.		
The Paragraph - A group of related sentences containing a topic sentence, transitions, support, and a concluding sentence.	Review information in grammar book. Provide examples of good paragraphs, and discuss positive aspects.	Warriner's, Chapter 13, 16
The form, development, and order of a paragraph should be reviewed.	Have students: -write examples of various types of sentences and paragraphs. -hand out sample sentences and paragraphs for students to evaluate.	
The expository paragraph is written showing placement of topic sentence, development of body, use of transitions, unity, coherence, order, and effectiveness of closing sentence.	-exchange papers, identify and correct errors and suggest grade. -complete a 3 paragraph composition. The first paragraph can be written by the teacher and students use transitions to complete the second and third paragraphs.	
Topic sentence may be placed anywhere in a paragraph depending on its purpose.	Filmstrips	FS-808 The Paragraph, 4 pts. FS-428 Conquering Composition: Paragraph Techniques
A paragraph should be proofread.	Transparencies	TR-428 Writing Clear Sentences and Paragraphs TR-808.02 From Phrase to Paragraph: A Program for Composition
A creative composition is written showing evidence of imagination.		
Opinion, persuasive, expository, and descriptive paragraphs are the four types of paragraphs reviewed.		
Transitions should be evident between paragraphs.		

Note: Students will write at least six themes for this course. At least one-half of writing should be based on literature. See scope and sequence for required types.

Content/Concepts	Suggested Activities	Suggested Resources
Theme - A theme is a short paper dealing with a single phrase of a subject and consisting of an introduction, body, and conclusion.	Review the parts of theme and the thesis in grammar or writing book.	Warriner's, Chapter 14
	Review samples of good and poor themes.	Teacher handout - "How To Develop A Theme" - available from Curriculum Services.
	Have students: -criticize a sample theme in class. -grade a sample theme.	
	Transparency	TR-808.02 Composition: Writing a Theme
Introduction to a theme should be short but intriguing--it may contain a humorous opener, an anecodotal opener, a metaphorical opener, and it should contain a thesis plus the central idea which the paper develops.	Have students: -develop thesis statements to be approved by the teacher. -write one of each of the openers to begin theme and then choose most appropriate. -conference with teacher after developing rough drafts.	Warriner's, Chapter 14
(Examples) The humorous opener - Just because Polonius pocketed Hamlet's love letters to Ophelia is no reason to criticize the mail service at Elsinore or anywhere else. The startling opener - No matter what the Bible says, vengeance by man is often justified and often sweet.	Filmstrips	FS-808 Fundamentals of Writing Series: Pt. 1 Choose the Topic and Get the Facts Pt. 2 Build the Framework First FS-808 Writing and Revising: Pt. 1 Title and Opening Sentence

Course: English Grade: 10 Level: G/HP* CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
The anecdotal opener - When I was a boy, I used to sit on the back porch and wonder if God knew before I did that I was going to scratch my toe.		
The metaphorical opener - The faithlessness shown by Anna Karenina is the Rorschack ink stain on civilized society.		
Body - The development of the body of the theme is based on purpose, and generally has three supporting paragraphs.	Review and discuss the development of the body of a composition.	Warriner's, Chapter 14
	Filmstrips	FS-808 Fundamentals of Writing Series: Pt. 3 Sentence and Paragraph FS-808 Writing and Revising: Pt. 2 Body of Composition
Transitions - Transitions from paragraph to paragraph should be evident in a theme.	Discussions based on grammar book.	Warriner's, Chapter 14
	Have students develop a few transitional sentences to end and begin each sentence, and then select the best one.	
	Filmstrip	FS-808 Fundamentals of Writing Series: Pt. 4 Linking the Parts to Make a Whol
	Transparency	TR-808.02 Composition: Using Transition
A theme may be ended by either a conclusion or a summary.	Discussions based on grammar book.	Warriner's, Chapter 14
	Filmstrip	FS-808 Writing and Revising: Pt. 3 Body and Closing Sentence
Critical analysis is written showing evidence of form.	Review style of critical analysis.	Warriner's, Chapter 15

Course: English Grade: 10 Level: G/HP* CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
1. In a critical analysis the writer examines and appraises the work of an author. A critical analysis may include describing the qualities of a major character in a selected piece of literature, explaining the theme of a story, or identifying poetic techniques or elements from a poem.	Have students write a critical analysis of one or more of the following: -Julius Caesar -A Separate Peace -A Tale of Two Cities -The Pearl -Any short story	Adventures in Appreciation, Loban, Holmstron, Cook, (Harcourt, Brace, World), 1958.
2. The development of the body of a critical analysis is done through support by using one or more of the following techniques: quotes, paraphrase, summation, personal interpretation.	Have students identify the theme of a short story, novel, or play and support it through examples and quotes from the writing.	Adventures in Appreciation A Raisin in the Sun A Separate Peace The Pearl
3. A conclusion should be drawn from support given in the body.	Discuss methods of concluding a composition.	Warriner's, Chapter 14
(Optional)		
An explication is written showing evidence of form: 1. Explication is a method of literary criticism involving a detailed analysis of each part of a work, concentrating on content, form, theme, and tone.	Have students explicate a poem contained in their literature book after teaching and discussing the elements of poetry. *Have students explicate a poem of their own choice taken from the anthology.	Adventures in Appreciation The Pearl
2. The development of the body of an explication is done by: extracting meaning, identifying theme, identifying tone, identifying mood, identifying figures of speech, identifying other elements.		

Content/Concepts	Suggested Activities	Suggested Resources
3. A conclusion should be drawn from support given in the body.		
Argumentative theme - The type of theme which usually takes on the aspect of convincing or selling a reader on something.	Discuss current controversial issues in class.	Magazines - Time, Newsweek, etc.
	Have students take a stand on a controversial issue.	Newspapers
1. General - When the writer is asked to surrender his/her beliefs about an aspect of a subject.	Students should research issue in the library.	
	Have students develop their opinion in a theme.	
2. Abstract - When the writer is asked to surrender his/her beliefs about an abstract idea. For example: pride		
(Optional)		
A creative composition is written showing evidence of imagination.	Have students: -write a children's story. -write on less serious topics such as "What would you wish if you had three wishes?"	
	Record	RC-808 Creative Writing *G-161 Kernsville - Creative Writing: Imagination and Self-Expression

Content/Concepts	Suggested Activities	Suggested Resources
Style - A mode of expressing language characteristic of an individual.	Review exercises in grammar book.	Warriner's, Chapter 4
	Point out stylistic problems in the grading of compositions.	
	Filmstrips	FS-808 Fundamentals of Writing Series: Pt. 5 A Brief Introduction to Style Pt. 6 Revision for Content, Structure and Style FS-808 Writing and Revising: Pt. 4 Revising and Final Editing
Diction - Diction is selecting the appropriate word or phrase for the proper writing situation. Stress avoiding slang.	Review grammar book.	Warriner's, Chapter 5
Sentences vary according to structure.	Review grammar book.	Warriner's, Chapter 4
Two types of effective sentences are parallel and standard. 1. Effective - An effective sentence is a sentence producing a desired result. a. A parallel sentence expresses parallel ideas in the same grammatical form. b. A standard sentence is a sentence which follows the conventional sentence pattern of subject-verb.	Review grammar book.	Warriner's Chapters 2, 4, 12

Course: English Grade: 10 Level: G/HP* CP Unit: Writing Page 8

Content/Concepts	Suggested Activities	Suggested Resources
Unity, coherence, and point of view are elements of style.	Discuss grammar exercises.	Warriner's, Chapter 13
Avoiding monotony may be done by varying sentence beginnings and by using appositives.	Have students do exercises and discuss examples in grammar book.	Warriner's, Chapter 12
(An appositive is a noun or pronoun--often which modifies--set beside another noun or pronoun to explain or identify it.)		
Modifiers may be used to give variety in sentence style.	Have students complete exercises in grammar book.	Warriner's, Chapter 9
1. A sentence may begin with a single-word modifier--an adverb, an adjective, or a participle.	Have students complete exercises in grammar book.	Warriner's, Chapters 2, 12
2. A sentence may begin with a phrase--a prepositional phrase, a participial phrase, an appositive phrase, or an infinitive phrase.	Have students diagram sentences.	Warriner's, Chapter 3
3. A sentence may begin with a subordinate clause.	Have students diagram sentences.	Warriner's, Chapter 4

Content/Concepts	Suggested Activities	Suggested Resources
Usage		
Pronouns exist in three cases.	Review in grammar text.	Warriner's, Chapter 1, 6, 7
Conjunctions are used in effective writing.	While themes are being written class, take time to discuss problems with individual students.	
Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident in student writing.	Correct themes with idea of pointing out errors and offering corrections.	
	Assign both in-class and out-of-class writing assignments.	
	Have students correct usage problems in themes after they are returned by teacher	
	Filmstrip	RC/FS-808 Techniques of Theme Writing, 2 pts.
	Cassette	CA-421 The Mechanics of Writing
	Other activities for G/HP classes: *-Involve students in writing contests. *-Have students interview a classmate and then write a biography of that person. *-Have students paraphrase a scene from Julius Caesar.	
	Note: See the Unit entitled "Literature" for other writing topics.	
The student will be able to use sources in the library. (study skills)	Schedule library orientation program for students. See library curriculum guide for details of presentation.	Librarian

Department: English
Grade: 10
Course: English Level: CP, G/HP* Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with systematic vocabulary growth and enrichment of their vocabularies. Words have been selected on the basis of their appearance on standardized vocabulary lists that are recognized as a valid basis for teaching language skills, their frequency in present day books and mass media and their use in preferred oral communications. The differences in each grade level's program are reflected not only in the level of words presented but also in the difficulty of the sentences in which they are used and the contexts in which the student is required to apply them. The aim of the instructional program is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time:

1 period/week or 1 period/2 weeks - instruction should be spread over the entire school year. (4-6 weeks)

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).
7. apply vocabulary techniques and words to the Scholastic Aptitude Tests.

Suggested Evaluation:

Course: English **Grade:** 10 **Level:** G/HP* CP **Unit:** Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students: -complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	*Vocabulary Workshop*, Level E Shostak (Sadlier-Oxford), 1977. *Warriner's English Grammar and Composition: Fourth Course*, Warriner, Griffith, (Harcourt, Brace, Jovanovich), 1977, Chapter 26.
	Write sentences using the words correctly.	
	Write a story using as many vocabulary words in a unit as possible.	
	develop word puzzles using their vocabulary words.	
	Each student look up 1 word/unit for original meaning.	Dictionary
	*Assign students vocabulary units to do on their own and then test without spending class time reviewing exercises.	
	Kit	G162 (Kernsville) - *Building Verbal Power in the Upper Grades*

Department: English
Grade: 10
Course: English　　Level: CP, G/HP*　　Unit: Speech

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Certain fundamental principles are essential to understand and are best learned when they find expression in actual experience. Our students should gain self-confidence in their speaking abilities by giving speeches.

Suggested Instructional Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English Grade: 10 Level: G/HP* CP Unit: Speech Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Note: Students are to present speeches in grades 8 and 10. Type and number are at the discretion of each teacher.		
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Review elements of content and delivery of a speech.	
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.	Teacher may deliver a sample speech emphasizing: eye contact transitions gestures volume posture pitch pauses rate	Teacher Resource: The Art of Speaking Made Simple Gondin and Mammen (Doubleday & Co.), 1981.
	Have students give 30 second impromptu speeches.	
	Have students give informative, demonstration, or persuasive speeches 5-6 minutes in length.	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966.
	Have teacher and students evaluate speeches using a form, and discuss evaluation	Ease In Speech, Painter, (D.C. Heath) 1962.
	Outlines should be required.	
	Records	RC-808.5 Speeches for Every Occasion RC-808.5 Speech in Action
	Transparencies	TR-808.51 Basic Speech TR-808.5 Introduction to Discussion TR-808.51 Persuasion and Argument
	*Have students do research work on their own in the library for a demonstration and a persuasive speech.	

11th grade CP

Department: English
Grade: 11 Development Team:
Course: English Level: CP, G/HP* English Department

Course Description:

This is a survey of American Literature for college preparatory students. Emphasis is on theme writing. The purpose of this course is to teach students to express themselves clearly and logically both in class discussion and in written assignments. The course includes a systematic study of vocabulary and stresses a review of grammar fundamentals in areas where weaknesses are most apparent in relation to written work.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech (optional)

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Note: *G/HP - Gifted/High Potential Program

Asterisks identify components of the curriculum guide that reflect higher level thinking skills that may be used with gifted students. When possible, the components should be used "in place of"rather than "in addition to" the regular program. These higher level thinking skill components should not be used exclusively in the gifted courses. Rather they should be used with any groups that you feel may benefit from the experience. However, research and our own experience tell us that gifted and very capable students may handle the components more consistently and to a greater degree of success than students in the regular program.

Department: English
Grade: 11
Course: English Level: C.P., G/HP* Unit: Literature

Overview of Unit:

Parkland bases its literature program upon the principle that literature is a major area of study. It is our extension of the classroom through which teachers expose the students to characters, life situations, enviornments, values, and our heritage. Via the various genres, instructors encourage the students to mature as they question their relationship to the complexities inherent in each grade's poetry, prose, and drama.

Major emphasis on genre begins in ninth grade and continues with its culmination in twelfth grade at which time the students should have been exposed to all literary skills necessary to appreciate and analyze the various genres of literature.

Suggested Instructional Time:

16-18 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grade levels.
2. read two short stories and compare and contrast them in terms of mood, symbolism, point of view.
3. read a short story and write a character analysis.
4. read a minimum of ten short stories from The United States in Literature and/or Classic American Short Stories.

Novel

1. identify and define the genre of the novel in terms of its type of elements.
2. read a minimum of two of the following novels: Moby Dick, Of Mice and Men, The Scarlet Letter, Red Badge of Courage, Huckleberry Finn, To Kill a Mockingbird, A Farewell to Arms, The Sun Also Rises, The Great Gatsby (optional 9th grade novel).

Department: English
Grade: 11
Course: English Level: C.P., G/HP* Unit: Literature

Poetry

1. identify and define the genre of poetry and its pertinent subcategories from previous grades.
2. identify and define epitaph and the following types of stanzas: tercets, sestet, and octave.
3. recognize apostrophe; the following types of poems: epic, ballad, epitaph, and sonnet; and the following types of stanzas: tercet, sestet, and octave.
4. write an example of epitaph and the following types of stanzas: tercet, sestet, and octave.

Drama

1. recognize the genre of drama and pertinent subcategories from previous grades.
2. define the term foil.
3. differentiate between farce, melodrama, tragedy, and comedy.
4. recognize the term foil as applied to Bernard and Charlie in Miller's Death of a Salesman.
5. examine dramatic conventions, characterization, form, dramatic structure, and elements in a play.
6. read two of the following plays: Death of a Salesman, Glass Menagerie, The Crucible, The Hairy Ape, Our Town, Anna Christie, Emperor Jones, Ethan Frome.

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources (study skill).	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English (study skill).	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English (Career Ed.).	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of ten short	stories must be read from the textbooks:	The United States in Literature, Scott Foresman) 1976. Classic American Short Stories, Hipple (Allyn and Bacon) 1977.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, setting.	Lecture and discussion on chronological periods in American Literature (Puritanism, Early National Period, Founders of Nation, Romanticism, Transcendentalism, Expansion Westward, Naturalism, Realism and Modern Period).	Charts - (J. Miksits)
	Have students read stories representative of the period and report or discuss in class.	Any of anthologies above
	Filmstrips	RC/FS-813.09 The Development of the American Short Story
	*Read story "Jilting of Granny Weatherball" as an example of stream-of-consciousness writing. Rent f[illegible] of same and show to classes.	*Carbon-Lehigh I.U. 21 through Parkland High School Library (50 minutes duration)

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
The short story may be compared and contrasted in terms of mood, symbolism, and point of view.	Define a short story through its elements.	The American Experience - Fiction, Barrows et al, (Macmillan), 1974.
*The short story may also be compared and contrasted in terms of conflict, theme, climax, and denouement.	Use examples from current movies and TV shows to illustrate.	Parkland Library - Carbon-Lehigh I.U. 21
	Provide students with a list of terms and discuss.	Study sheets - (J. Miksits)
A character analysis consists of a direct exposition of a reader's inference about the actions, dialogue, and emotions seen in the character as portrayed by the author.	Provide background of various authors. Have some students do research in the library on authors and provide remainder of class with biographical sketches of individual authors.	
	Have students read several short stories and discuss comparison of stories as to differentiation in plot, characterization and setting.	Any of anthologies above Library bibliography - American Short Stories
Novel - A minimum of two of the following novels must be read:		
	Rent a movie of any of the novels. Play movie to individual classes or in assembly program.	Moby Dick, Melville, (Hertzberg New Metho Of Mice and Men, Steinbeck, (Hertzberg New Method) "The Scarlet Letter", Hawthorne, Four American Novels "Red Badge of Courage", Crane, Four American Novels Huckleberry Finn, Twain, (Signet) To Kill A Mockingbird, Harper, (Lippincoat) A Farewell To Arms, Hemingway, (Scribners The Sun Also Rises, Hemingway, (Scribners The Great Gatsby, Fitzgerald, (Scribners) (optional for 9th grade)

G/HP*
Course: English Grade: 11 Level: C.P. Unit: Literature Page 3

Content/Concepts	Suggested Activities	Suggested Resources
A novel is an extended fictional prose narrative. (intergroup)	Filmstrips	FS-809.3 The Novel in Literature, 6 pts. TA/FS-813.09 The American Experience in Literature: Five Modern Novelists
	Review and discuss the terms associated with a novel.	
	Have students complete worksheets.	(J. Miksits)
	Present a diagram of novel planning.	
	Have students read To Kill A Mockingbird and *--discuss Crawford as foil of Maudie --discuss background of the author and background of the novel (setting and characters) --role play certain parts of novel --in writing, interpret the meaning of the title --list incidences showing characters maturing *--write a theme on the topic of racial prejudice *--discuss Atticus as foil of Bob Ewell	To Kill A Mockingbird
	Cassette	CA-813.54 To Kill A Mockingbird
	Have students read Of Mice and Men and --discuss the author's writing style --discuss naturalism and realism and lonliness as the theme *--discuss foreshadowing and social injustice	Of Mice and Men
	*--discuss Steinbeck as a social protest writer.	FS-808 G The Literature of Protest, 3 parts

Content/Concepts	Suggested Activities	Suggested Resources
	Learning activity packets	Of Mice and Men, available from Curriculum Services
	Filmstrips	CA/FS-813.52 Of Mice and Men RC/FS-813.9 John Steinbeck RC/FS-813.09 Steinbeck's America, 2 pts.
	Records and cassettes	CA-813.52 Of Mice and Men RC-813.09 Steinbeck's Losers: The Repression Novels of John Steinbeck
		Library bibliography - Steinbeck
	Have students read The Scarlet Letter and --discuss author's background and literary techniques --discuss: ..psychological novel as it relates to The Scarlet Letter. ..Puritanism and moral codes and their effect on some of the characters. ..symbolism in the novel and point out its many uses. ..relationships of the novel to the cycle of American culture and literature. ..romanticism.	The Scarlet Letter
	Complete writing assignments based on the novel.	
	Filmstrip	RC/FS-813.09 American Gothic: Hawthorne/Melville

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Videotape/Cassette/Records	VT-HAW The Scarlet Letter, 4 pts. CA-813.33 The Scarlet Letter RC-HAW The Scarlet Letter Library Bibliography - Hawthorne
	Have students read Huckleberry Finn and --discuss as a "picaresque" and "American" novel. --discuss humor, realism and the themes of the novel. --complete writing assignments based on the novel.	Huckleberry Finn
	Learning activity packet	Huckleberry Finn, available from Curriculum Services
	Filmstrips	RC/FS-810.9 The World of Mark Twain, 2 pts. RC/FS-813.09 Uncle Mark
	Records	RC-C Stories of Mark Twain RC-SC A Mark Twain Collection RC-817 Mark Twain's America RC-C Hal Holbrook in Mark Twain Tonight, 2 pts.
	Have students read The Great Gatsby and --also read Jazz Country and discuss the era of the novel. --discuss: ..point of view. ..life of F. Scott Fitzgerald and his writing.	The Great Gatsby

Content/Concepts	Suggested Activities	Suggested Resources
	.."American Society of the 20's" and the "American Dream" ..and relate the idea of materialism to the characters in the novel.	
	Point out the structure of a five act tragedy by using Frytag's Pyramid.	
	Filmstrips	RC/FS-813.09 Gatsby, The American Myth CA/FS-813.09 The Great Gatsby CA/FS-813.09 F. Scott Fitzgerald: Life and Literature, 4 pts.
	Records	RC-F The Great Gatsby
	Have students read Moby Dick.	Moby Dick
	Filmstrips	RC/FS-813.09 Melville RC/FS-818.4 Herman Melville RC/FS-813.09 Moby Dick
	Records	RC-MEI Excerpts from Moby Dick RC-M Moby Dick
		Library bibliography - Melville
	Have students read A Farewell to Arms or The Sun Also Rises.	A Farewell To Arms The Sun Also Rises

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrips	RC/FS-813.09 Ernest Hemingway, 2 pts. RC/FS-813.09 Hemingway RC/FS-813 Ernest Hemingway The Writer: Big Two Hearted River
	Records/Cassettes	RC-813 Ernest Hemingway Reading CA-813.09 Hotchner on Hemingway
		Library bibliography - Hemingway
	Have students read Red Badge of Courage.	Red Badge of Courage
	Filmstrip	RC/FS-813.09 The Red Badge of Courage
	Records/Cassettes	RC-C The Red Badge of Courage CA-813.4 The Red Badge of Courage
		Library bibliography - Crane
	Other American literature filmstrips	RC/FS-810.9 Modern American Literature, 2 pts. RC/FS-810.9 American Literature Series, 6 pts. RC/FS-810.9 From Colony To Country: Early American Literature, 2 pts. RC/FS-810.9 Literary New England - Mid Nineteenth Century RC/FS-810.9 The Expatriate Writers, 2 pts. RC/FS-808 The Literature of Protest, 3 pts. CA/FS-973.2 The Puritan Experiment: The Basis of Our Beliefs RC/FS-285 The Puritan Legacy RC/FS-301.51 The Spirit of Inquiry and the Idea of Liberty

Content/Concepts	Suggested Activities	Suggested Resources
		FS-973.3 The Revolutionary Period and George Washington
	Sound Slide Set	SSS-170.73 The Origins of American Values
Essay		
The essay is a moderately brief prose discussion of a restricted topic.	For the concepts in essay the teacher may: --have students read selected essays by Ralph Waldo Emerson, Henry David Thoreau, Thomas Paine, and/or Thomas Jefferson *--Emphasize the writing style and content of the essays.	The United States in Literature Essays Old and New, Jameson, (Harcourt, Brace, World) 1957.
	Filmstrips	FS/RC-810.9 Concord: A Nation's Conscience, 2 pts. RC/FS-92 Emerson and The American Renaissance
	Records	RC-818 Ralph Waldo Emerson, American Philospher RC-818.09 Thoreau RC-810.09 An Interview with Henry David Thoreau RC-818 Walden RC-818 Civil Disobedience

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
The formal essay is a prose narrative characterized by sober seriousness of purpose, dignity, logical organization, and length.	*Have students write a formal essay.	
The informal essay is a prose narrative characterized by humor, the personal element, graceful style, rambling structure, novelty or unconventionality of theme, freshness of form, freedom from stiffness or tentative treatment of topic.		
Poetry		
An epitaph is commemorative verse--usually serious and dignified--written in tribute to the dead.	Explain the difference between prose and poetry.	Teacher resource - Teaching Poetry in the High School, Sweetkind, (Macmillan), 1964.
	Review and discuss the various types of poetry and terms used in poetry.	(J. Miksits)
	Explain the poet's purpose for an anthology of epitaphs.	Spoon River Anthology, Masters, (Collier), 1962.
	Read specific epitaphs.	
	Have students create a skit using three or more epitaphs to show character interaction.	
	Filmstrip	RC/FS-811 Spoon River Anthology

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
The triplet or tercet is a three line stanza or is three lines of verse within a larger unit that usually rhymes a a a.	Present background information on sonnet as literary genre'.	The United States In Literature
A sestet is a six line stanza. It is sometimes used to refer to the last six lines of a sonnet.	Paraphrase the content of a sonnet.	
An octave is an eight line stanza. It has numerous possibilities for different rhyme schemes. It is often used to refer to the first eight lines of a sonnet. (inter-group)	Discuss theme, tone, end rhyme, internal rhyme, and rhyme scheme. For the concepts in poetry the teacher may also: --teach students how to scan poetry. --teach students how to explicate a poem. --discuss poets (styles, type of writing, themes) as class progresses through different periods of literature: *..have students complete individual reports on poets and read to class. *..role play poet and have students identify poet ("Who Am I?").	Teacher-prepared worksheets.
	19th century Romanticism --poets representatives: Freneau Bryant Longfellow Poe Whittier --emphasize that 19th century poetry: ..imitated early English romanticists and is traditional. ..is concerned about emotion and man's relationship to nature.	Library bibliographies: The Federalist Writers The Colonial Writers

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Content/Concepts	Suggested Activities	Suggested Resources
	..that a few genuine "artists" (Poe, e.g.) paved the way for 20th century poetry.	
	--Have students read selected poems.	The United States in Literature The American Experience: Poetry, Barrow etal, (Macmillan), 1968. American Verse, Williams, (Pocket Library)
	Filmstrips	RC/FS-811.09 Understanding American Poetry: The 19th Century RC/FS-811.08 Anthology of American Poetry to 1900
	19th Century Realism Experiment --poet representatives ..Crane ..Dickinson --Whitman --emphasize the development of the "artist" idea. --define poetry by comparing the poets own definitions.	
	--have students read selected poems	The United States in Literature
	Filmstrips	RC/FS The Vision of Stephen Crane RC/FS The Private World of Emily Dickinson RC/FS-811.09 Walt Whitman: An American Original

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Records	RC-811 A Lecture: Whitman the Poet RC-811 Walt Whitman: Eyewitness to the Civil War RC-811 Poems and Letters of Emily Dickinson
	20 Century Poetry --poet representatives ..the traditionalists (blank verse) Frost Masters ..the experimenters Robinson ..The ethnic poets Sandburg Cummings Cullen MacLeish McKay Wright Auden Ciardi Fearing Ferlinghetti	
	Show how the purpose of writing changed as we progressed through time.	
	Have students read selected poems.	The United States in Literature
	Filmstrips	RC/FS-811.09 The Poetry of Robert Frost, 2 pts. RC/FS-811.09 Stopping by the Woods of Mr. Frost
	Records	RC-811.08 Anthology of Contemporary American Poetry RC-811.08 Great American Poetry

Content/Concepts	Suggested Activities	Suggested Resources
		RC-811.08 Anthology of English and American Poetry RC-811.5 E.E. Cummings Reads His Poetry RC-811.5 Sandburg Reads Sandburg RC0811.5 Carl Sandburg Reads His The People, Yes RC-811.5 Streets, Prairies and Valleys: The Life of Carl Sandburg
	*Have students write a specific type of poem. (sonnet)	
	Have students label a specific poem as to type.	
	Other American poetry records	RC-811.54 Of Poetry and Power RC-811.5 A Lincoln Album RC-811.08 Spectrum in Black; Poems by 20th Century Black Poets
		Library bibliography - Modern American Poetry - Criticism
Drama - A minimum of two of the following plays must be read:		Death of A Salesman, Miller, (Hertzberg New Method) "Glass Menagerie", Williams, The U.S. in Literature The Crucible, Miller, (Hertzberg New Method) The Hairy Ape, O'Neill, (Vintage) "Our Town", Wilder, Adventures in American Literature Anna Christie, O'Neill, (Vintage) Emperor Jones, O'Neill, (Vintage) Ethan Frome, Wharton (Sc[illegible]ner's)

Content/Concepts	Suggested Activities	Suggested Resources
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events.	Discuss the elements of drama. Show difference between script and novel, short story and essay.	
A foil is a character who serves as a contrast to another character in a play.	*Allude to To Kill A Mockingbird or vice-versa.	
There are several types of drama. Included among these types are the following: farce, melodrama, comedy, and tragedy.	Define and discuss the various types. Filmstrips	CA/FS-812.09 Understanding American Drama CA/FS-808.2 Drama, 5 parts
Charlie and Bernard serve as foils for Willie and Biff in The Death of a Salesman.	Provide background on the playright. Filmstrips Cassette	CA/FS-812.09 Death of A Salesman RC/FS-812.09 Arthur Miller's Salesman CA-812.54 Death of a Salesman
Drama has many facets. Dramatic conventions, characterization, form, dramatic structure, and elements in a play are several of these facets. (intergroup, racial, ethnic)	Discuss setting, costuming and make-up. --have students develop art or wood projects depicting settings of plays. --have students dress as characters in plays. --have Thespian Society member make-up members of class and explain techniques and reason for make-up.	

Content/Concepts	Suggested Activities	Suggested Resources
	Take class to auditorium stage and have members of lighting crew explain and demonstrate lighting.	
	Have a member of the Thespian Society explain the producer-director role to a class.	
	For concepts in drama the teacher may also: --divide the class into groups and have each group study a play and discuss with the class.	
	Have students read The Crucible.	The Crucible
	--Provide background regarding McCarthyism so that students are able to see parallelism and social protest play. --Discuss the setting of the play. --Discuss the characters in the play in relation to answering the question "Who Am I" especially in relation to John Proctor also as tragic hero. --Discuss The Crucible as it relates to other tragic dramas by discussing characteristics of drama from previous material and unfamiliar characteristics. --Have students write a character analysis theme in relation to one of the main characters in the play.	
	Cassettes/Record	CA-812 The Crucible RC-812 The Crucible

Course: English Grade: 11 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read The Glass Menagerie	The Glass Menagerie
	Filmstrips	CA/FS-812.52 Modern Drama: Williams - The Glass Menagerie
	Cassette/Record	CA/RC-812 The Glass Menagerie RC-812 Tennessee Williams Reading from the Glass Menagerie, The Yellow Bird and Five Poems
	Have students read The Hairy Ape, Anna Christi, or Emperor Jones.	The Hairy Ape Anna Christi Emperor Jones
	Filmstrips	RC/FS-812.09 O'Neill
	Have students read "Our Town"	"Our Town" in Adventures in American Literature
	Cassette	CA-812.52 Our Town and the American Dream

Department: English
Grade: 11
Course: English　　Level: CP, G/HP*　　Unit: Grammar and Punctuation

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Overview of Unit:

The study of grammar and punctuation and, more specifically, the grammar scope and sequence developed for our district represents an effort to present a specific sequential set of concepts which will enable students to communicate effectively through speech and writing. The English department has agreed to (1) utilize materials and instructional procedures that contain traditional terminology, (2) have teachers of each grade level be responsible for a determined portion of the scope and sequence, and (3) except for a few elements, teach grammar and punctuation on an "as needed" basis in the eleventh and twelfth grades.

Suggested Instructional Time:

1-2 weeks, review items should be presented on an "as needed" basis.

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades. (R and *)
2. recognize and use in writing (D):
   a. voice
   b. progressive and emphatic verb forms
   c. mood
3. identify and use in writing (I-D):
   (punctuation of footnotes and bibliographies)
4. use in writing (D):
   a. the comma with appositives
   b. the comma with a subordinate clause after an independent clause.
   c. brackets
   d. quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.

Department: English
Grade: 11
Course: English Level: CP, G/HP* Unit: Grammar and Punctuation

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English **Grade:** 11 **Level:** G/HP* CP **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	The teaching of clauses works well if done in conjunction with punctuation. Most errors on themes seem to come in the following areas: -The period with quotations and parenthesis. -The question mark with uncertain information and inside or outside quotation marks. -The exclamation point inside or outside quotation marks.	Warriner's English Grammar and Composition: Third Course, Warriner, Whitten, Griffith, (Harcourt, Brace, Jovanovich), 1977. Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith, (Harcourt, Brace, Jovanovich), 1977.
Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.	-The comma in: --clauses in a series --independent clauses --introductory phrases and clauses --nonrestrictive phrases and clauses --interrupters --quotations -The apostrophe -Ellipsis	Grammar and Punctuation Bibliographies available from libraries of High School Springhouse Troxell Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith, (Harcourt, Brace Jovanovich), 1977.

Department: English
Grade: 11
Course: English Level: CP, G/HP* Unit: Writing

Overview of Unit:

The Parkland School District Writing Program exposes the student to the sentence, the outline, the paragraph, the theme, the letter, creative writing, and the research paper. The student receives multiple experiences in these types of writing while developing proficiency in the areas of usage and mechanics. The ultimate outcome is to prepare the student to communicate effectively in college and in society. Each grade reinforces and builds upon the concepts previously presented and adds new concepts.

Suggested Instructional Time:

7-9 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run on and does not contain misplaced or dangling modifiers.
2. identify faulty parallelism in a sentence and write a parallel sentence that is also consistent in tense.
3. identify the types and the form of the outline and the terms associated with it, including parallelism and coherence.
4. identify transitions within paragraphs.
5. develop a theme showing evidence of its form.
6. write a theme showing evidence of transitions between paragraphs.
7. write a letter of request.
8. write a resume cover letter
9. write a critical analysis showing evidence of its form.
10. write an explication showing evidence of its form. (optional)
11. identify the different types of argumentative themes.
12. write an argumentative theme.
13. write a critique showing evidence of its form. (optional)
14. write an informal essay showing evidence of its form. (optional)

Department: English
Grade: 11
Course: English Level: CP, G/HP* Unit: Writing

15. identify the correct format of a research paper.
16. write a research paper showing evidence of its form.
17. employ the resources in the library.
18. write a creative composition. (optional)
19. employ the following aspects of style: diction, varied sentence types, unity, coherence, avoiding monotony, modifiers, and point of view.
20. show correct usage of pronoun antecedent agreement, subject verb agreement, and tense consistency.
21. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English **Grade:** 11 **Level:** G/HP* CP **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
The Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of punctuation.	For fragments, misplaced modifiers and dangling modifiers, give students worksheets with sentences and have students identify errors within specified time.	Teacher resource 808 STR Elements of Style, Strunk, (MacMillian), 1972.
Fragments, misplaced modifiers, run-ons, dangling modifiers, consistency in tense, and parallelism, should be understood in relationship to the sentence.	For run-ons, distribute worksheet containing a paragraph with many run-on sentences. Have students rewrite paragraph correcting run-on sentences.	
	*For dangling modifiers use recordings	*RC-817 The World of James Thurber, 2 records *RC-781.5 A Victor Borge Program, 4 records
	For consistency in tense, give students worksheets with sentences containing more than one verb. Have students rewrite sentences using correct tense form.	
	For parallelism, give students worksheets on which they are to rewrite sentences correcting faulty parallelism.	
	Give students ditto sheets showing examples of various problems.	Warriner's English Grammar and Compositi Fourth Course, Warriner and Griffith (Harcourt, Brace, Jovanovich), 1977.
Outline - An outline is written showing evidence of form. (study skill)	Place sample outline on chalkboard Give students sample outline for notebook.	

Course: English Grade: 11 Level: G/HP* CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
An outline is necessary to write a paragraph or theme. An outline should show evidence of parallelism and coherence.	Distribute outline in which some subtopics and topics are omitted. Distribute second worksheet which contains items that may be used to complete the outline. Have students determine which items belong and where they belong and place them on the first worksheet.	
	Slide Set	SSS-371.3 How to Survive in School: Notetaking and Outlining Skills, 2 pts.
Theme - A theme is a short paper dealing with a single phase of a subject and consisting of an introduction, body, and conclusion.	Note: Students will write a least eight themes for this course. At lease one-half of writings should be based on literature. See scope and sequence for required types.	
Introduction to a theme should be short but intriguing--it may contain a humerous opener, an anecdotal opener, a metaphorical opener, and it must contain a thesis plus the central idea which the paper develops.	Review the form of a paragraph as one segment of a five paragraph theme.	
	Have students write an introduction paragraph for a theme. Test the paragraph on classmates to see whether it (a) arouses interest or (b) introduces subject. Rewrite paragraph until you, classmates, and teacher are satisfied.	For remedial purposes, Warriner's Fourth Course.
(Examples) The humerous opener - Just because Polonius pocketed Hamlet's love letters to Ophelia is no reason to criticize the mail service at Elsinore or anywhere else.	Study articles in a number of popular magazines. Introductory paragraphs of articles should reflect development through incident, example, analogy, quotation, question, startling statement definition, or description.	Popular magazines

Course: English Grade: 11 Level: G/HP* CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
(Examples - continued)		
The startling opener - No matter what the Bible says, vengeance by man is often justified and often sweet.	Take theme topics from literature study.	The United States in Literature, selected novels
The anecdotal opener - When I was a boy, I used to sit on the back porch and wonder if God knew before I did that I was going to scratch my toe.	List quotes of famous persons - aphorisms, epigrams, etc. and have students write a theme on same, using quote as a method of beginning a theme. *Have students write theme from basic value topics such as responsibility, honesty, freedom, toleration, etc.	REF-818 Bartlett's Familiar Quotations, Bartlett, (Little & Brown Pub. Co.), 1968.
The metaphorical opener - The faithlessness shown by Anna Karenina is the Rorschack ink stain on civilized society.		
Body - The development of the body of the theme is based on purpose and generally has three supporting paragraphs.	Have students compose three good topic sentences on subjects of their own choice. Develop each of these into a paragraph of about five or six sentences. Have each topic sentence appear in the position that seems appropriate--beginning--middle or end of the paragraph. Underline the topic sentence.	The Effective Theme, Stegner, Saver, Hach, (Hold, Reinhart and Winston), 1967, pp. 23-36.
Transitions - Transitions from paragraph to paragraph should be evident in a theme.	Distribute worksheets of sentences or paragraphs containing linking expressions or transitional pronouns. Have students underline linking expressions or transitional pronouns.	Warriner's, Fourth Edition

Course: English Grade: 11 Level: G/HP* CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
A theme may be ended by either a conclusion or a summary.	Distribute a theme that contains an introduction and three supportive paragraphs. Have students write a concluding paragraph. Use magazines and select appropriate paragraphs which can be used for good conclusions. Students should be looking for an effective concluding paragraph that includes one of the following: summary, discussion of major point, statement of significance of the subject, request for action or attitude, quotation, anecdote or emotional statement.	The Effective Theme
Critical analysis is written showing evidence of form. 1. In a critical analysis the writer examines and appraises the work of an author. A critical analysis may include describing the qualities of a major character in a selected piece of literature, explaining the theme of a story, or identifying poetic techniques or elements from a poem. 2. The development of the body of a critical analysis is done through support by using one or more of the following techniques: quotes, paraphrase, summation, personal interpretation.	Have students read a prose selection and write an analysis based on teacher-prepared guidelines. These guidelines include plot, setting, theme, tone, point of view, characterization, and other. The development should be based on one or more of the techniques listed in concept column.	

Content/Concepts	Suggested Activities	Suggested Resources
3. A conclusion should be drawn from support given in the body. (Optional)		
An explication is written showing evicence of form. 1. Explication is a method of literary criticism involving a detailed analysis of each part of a work, concentrating on content, form, theme, and tone. 2. The development of the body of an explication is done by: extracting meaning, identifying theme, identifying tone, identifying mood, identifying figures of speech, identifying other elements. 3. A conclusion should be drawn from support given in the body.	Distribute worksheet and review items: -paraphrasable content -theme -tone -figurative language -point of view -rhythmic devices -sound devices	How To Explicate a Poem, teacher prepared, available from Curriculum Services.
Argumentative theme - An argumentative theme is written to show evidence of form. (The type of theme which usually takes on the aspect of convincing or selling a reader on something.) a. General - When the writer is asked to surrender his/her beliefs about an aspect of a subject. b. Abstract - When the writer is asked to surrender beliefs about an abstract idea, e.g. pride.	Select any campus problem or any subject of interest to the class, and have students write a theme in which they try to persuade the class (reader) that something ought to be done about the problem. If students can advocate a solution, so much the better. Be sure the theme treats the subject with thoroughness and fairness. The writing sample may be based on examples, generalizations, casual relations, analogy, or deduction.	

Course: English Grade: 11 Level: G/HP* CP Unit: Writing Page 6

Content/Concepts	Suggested Activities	Suggested Resources
Letters	Note: Students will write at least two letters for this course. See scope and sequence for required types.	
1. Letter of request - a short courteous letter asking for information or the granting of a favor.	Have students write a letter of request for a college catalogue or an application to that college, or a speaker to talk at a club meeting.	Warriner's, Fourth Edition, pp. 347-353.
2. Resume' cover letter - a letter of introduction to potential employers that states the type of position one is seeking and indicates where one thinks he/she might fit into the organization. The purpose is to sell oneself in the letter.	Have students write a letter stating the type of position one is seeking and his/her qualifications for that position.	
(optional) A critique is written showing evidence of form. 1. A critique is a writing which can be done in theme form. It expresses an individual's opinion evaluating the form, content or value of another writer's work. 2. The development of the body of a critique is done by using quotes, paraphrase, summation, and personal interpretation. 3. A conclusion should be drawn from the supporting evidence presented in the body.	*Have students write a critique. Work with history teacher and have him/her supply topics and resources, and the English teacher work on content and organization.	
Resume' The resume' is a summary of the qualifications and experience that qualify an individual for a job.	Have students complete a resume'	Basic Letter and Memo Writing, Van Huss, (Southwestern), 1981.

Content/Concepts	Suggested Activities	Suggested Resources
(Optional) An informal essay is written showing evidence of form. 1. An informal essay is an analytic or interpretive writing dealing with its subject from a limited or personal point of view.	*Have students look at essays in their favorite newspapers and magazines and identify ways the authors introduce their central ideas and the ways they conclude their essays. Include samples from Art Buchwald and Erma Bombeck.	
2. The development of the body of an informal essay may be done through any one of the following methods: a. argumentation b. personal point of view c. clarity d. conciseness e. validity of content	Distribute to each student a copy of an essay from which the conclusion has been omitted. Have students read it carefully and write a conclusion for it. Then show them the original conclusion and let them discuss how their's differs from it.	
3. A conclusion should be drawn from support given in body.	Give students a short list of general subjects such as loneliness, space exploration, smoking, TV violance, and good teachers. Have students write an essay on some aspect of one of these subjects.	
	Combine this concept with genre unit on essays.	*The U.S. in Literature*
	Note: Students will write one research paper for this course.	
A research paper is written to show evidence of form.	See booklet developed for this project.	*A Survival Guide: How To Do the Junior Term Paper Without Crying*, Parkland School District
1. A research paper is an examination and investigation aimed at the discovery and interpretation of facts in order to prove a chosen thesis.	Library resources are used extensively in conjunction with the research paper.	Books, pamphlets, bibliographies *The Research Caper*

Course: English Grade: 11 Level: G/HP* CP Unit: Writing Page 8

Content/Concepts	Suggested Activities	Suggested Resources
2. The material is written into a standardized format as presented in the research booklet provided by Parkland School District.	Research Paper Library Orientation -American authors -Hints for developing a research paper -Orientation to library for research purposes	Useful Tips on How to Write a Research Paper Periodical Holdings Various book reviews
3. The body of the paper is to be composed of from eight to ten pages.	Filmstrips	RC/FS-428 Conquering Composition: How to Write a Term Paper RC/FS-808 The Research Paper
(optional) A creative composition is written showing evidence of imagination.	Have students write a profile of either: a. some interesting person whom you know well (parent, brother, sister). b. a person with whom you can arrange an interview (teacher, businessman). c. a famous person of the past whom you have come to know well through reading biographies.	
	*Have students write a sonnet, short story, parody, satirical theme, journal, or diary.	
	Filmstrips	*TA/FS-808.3 Writers Workshop: How to Write a Short Story
	Cassettes	*CA-808.3 Writing the Basic Short Story *CA-808.3 Characters in Your Short Story * CA-808.3 Learning to Write a Short Story *CA-808.1 Writing the Poem *CA-808.3 Writing Popular Fiction

Content/Concepts	Suggested Activities	Suggested Resources
	Records	*RC-808.1 Writing Haiku and Other Short Forms of Poetry *RC-808 Creative Writing
Style - A mode of expressing language characteristic of an individual.		Teacher resource 808.042 The Complete Stylist and Handbook, Baker, Sheridan (Harper & Row), 1976.
Diction - Diction is selecting the appropriate word or phrase for the proper writing situation. Stress avoiding slang.	Worksheets Exercises from vocabulary texts.	Vocabulary Workshop, Level F, Shostak (Sadlier-Oxford), 1977.
Sentences vary according to structure.		Warriner's, Fourth Edition, pp. 93-98
Two types of effective sentences are parallel and standard.	From magazines select cartoons minus the captions. Have students write their own captions plus a summary of the events suggested by the cartoon.	
1. Effective - An effective sentence is a sentence producing a desired result.		
a. A parallel sentense expresses paralled ideas in the same grammatical form.	Explain parallel structure when discussing outlining for themes and the research paper.	
	Place examples on chalkboard.	
	Have students complete exercises.	A Survival Guide
b. A standard sentence is a sentence which follows the conventional sentence pattern of subject-verb.		

Content/Concepts	Suggested Activities	Suggested Resources
Unity, coherence, and point of view are elements of style.	Discuss these terms for all themes and in critical analysis of short stories or novels.	
Avoiding monotony may be done by varying sentence beginnings and by using appositives.		
1. An appositive is a noun or pronoun--often with modifiers--set beside another noun or pronoun to explain or identify it.	Have students complete worksheets.	Warriner's, Cahpters 2, 3
Modifiers may be used to give variety in sentence style.	Have students complete worksheets.	Warriner's, Chapter 9
1. A sentence may begin with a single-word modifier--an adverb, an adjective, or a participle.		
2. A sentence may begin with a phrase--a prepositional phrase, a participial phrase, an appositive phrase, or an infinitive phrase.	Write two simple sentences on the chalkboard. Have students combine them in various ways using introductory phrases and clauses while at the same time stressing the distinction between simple, compound, complex and compound-complex sentences.	
3. A sentence may begin with a subordinate clause.		
Usage		
Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident i[illegible]tudent writings.	Worksheets Correction in theme errors.	Elements of Style Sunday Call Chronicle Newspaper - articles by Wm. Safine "On Language." Warriner's, Fourth Editi[illegible] Chapter 6, pp. 165-166; Chapter 1[illegible]

Content/Concepts	Suggested Activities	Suggested Resources
Usage problems occur in a student's writing	Have students correct their own identified errors. Note: See the unit entitled "Literature" for other writing topics.	
The student will be able to use sources in the library. (study skills)	Library orientation conducted in cooperation with the librarian.	Librarian

Department: English
Grade: 11
Course: English Level: CP, G/HP* Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with systematic vocabulary growth and enrichment of their vocabularies. Words have been selected on the basis of their appearance on standardized vocabulary lists that are recognized as valid basis for teaching language skills, their frequency in present day books and mass media and their use in preferred oral communications. The differences in each grade level's program are reflected not only in the level of words presented but also in the difficulty of the sentences in which they are used and the contexts in which the student is required to apply them. The aim of the instructional program is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time:

1 period/week or 1 period/2 weeks - instruction should be spread over the entire school year. (4-6 weeks)

Intended Student Objectives:

The student will be able to:

1. define and pronounce words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).
7. apply vocabulary techniques and words to the Scholastic Aptitude Tests.

Suggested Evaluation:

Course: English Grade: 11 Level: G/HP* CP Unit: Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment. *Assign students vocabulary units to do on thier own and then test without spending class time reviewing exercises.	Vocabulary Workshop, Level F Shostak (Sadlier-Oxford), 1977.

Department: English
Grade: 11
Course: English Level: CP, G/HP* Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Certain fundamental principles are essential to understand and are best learned when they find expression in actual experience. Our students should gain self-conficence in their speaking abilities by giving speeches.

Suggested Instrucitonal Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English Grade: 11 Level: G/HP* CP Unit: Speech (optional) Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Have students give various types of speeches if time permits.	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966, pp. x-xiii. Speech For Today, Hibbs & others, (McGraw-Hill), 1965, Chapter 6-9. Ease In Speech, Painter, (D.C. Heath) 1962.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.		Speech for Today, Chapters 10, 11 38 Basic Speech Experiences, pp. xvi-xviii. Teacher resource: The Art of Speaking Made Simple, Gondin & Mammen (Doubleday & Co.) 1981.

12th grade CP

Department: English
Grade: 12
Course: English

Level: CP, G/HP*

Development Team:
English Department

Course Description:

An intensive study, primarily of the major writers of British literature, is conducted through reading, discussion, and theme writing. The principal objective is to provoke student understanding of both the literature read and the basic human concepts presented. Vocabulary study includes the use of a text as well as words taken from the literary works which are read. The research paper is written under the supervision of the English teacher.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech (optional)

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Note: *G/HP- Gifted/High Potential Program

Asterisks identify components of the curriculum guide that reflect higher level thinking skills that may be used with gifted students. When possible, the components should be used "in place of" rather than "in addition to" the regular program. These higher level thinking skill components should not be used exclusively in the gifted courses. Rather they should be used with any groups that you feel may benefit from the experience. However, research and our own experience tell us that gifted and very capable students may handle the components more consistently and to a greater degree of success than students in the regular program.

Department: English
Grade: 12
Course: English Level: C.P., G/HP* Unit: Literature

Overview of Unit:

Parkland bases its literature program upon the principle that literature is a major area of study. It is our extension of the classroom through which teachers expose the students to characters, life situations, environments, values, and our heritage. Via the various genres, instructors encourage the students to mature as they question their relationship to the complexities inherent in each grade's poetry, prose, and drama.

Major emphasis on genre begins in ninth grade and continues with its culmination in twelfth grade at which time the students should have been exposed to all literary skills necessary to appreciate and analyze the various genres of literature.

Suggested Instructional Time:

16 - 18 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grades.
2. write a short story that will reflect mastery of all pertinent subcategories of the short story.
3. read a minimum of five short stories in Adventures in English Literature and or Best of the Stories of the Modern Age.

Novel

1. identify and define the genre of the novel in terms of its type of elements.
2. read a minimum of five of the following novels: Canterbury Tales, Dubliners, Cry, The Beloved Country, Brave New World, The Secret Sharer, The Return of the Native, Lord of the Flies, Of Human Bondage, The Stranger, All Quiet on the Western Front, Best Short Stories of the Modern Age.

Poetry

1. identify and define the genre of poetry and its pertinent subcategories from previous grade levels.

2. recognize the following types of poems: epic, ballad, and elegy.
3. write an example of a ballad and an elegy.

Drama

1. recognize the genre of drama and pertinent subcategories from previous grades.
2. define the terms miracle, morality, mystery, and interludes.
3. recognize that drama embodies elements such as the conditions that give rise to a theater in a culture, historical influences, role of the theater in a society, and dramatic forms.
4. examine terms, form, type, and elements as applied to Hamlet, Macbeth, Antigone or King Lear.
5. read a minimum of two of the following plays: Hamlet, MacBeth, Antigone.

Suggested Evaluation:

G/HP*
Course: English **Grade:** 12 **Level:** C.P. **Unit:** Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources (study skill).	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English (study skill).	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A mimimum of five short stories must be read from the following textbooks:		Adventures in English Literature, Priestly, (Harcourt, Brace, Jovanovich), 1973. Best of the Stories of the Modern Age, Argus, (Fawcett Premier), 1974.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, setting. Understanding the elements of a short story enables one to develop an example of this genre. (intergroup)	Review the definition and elements of the short story. Discuss major British writers: Mansfield Orwell Stevenson Woolf Greene O'Connor Joyce Lessing Forster Lawrence Conrad Mangham Have students read ten short stories by different authors and discuss theme and style. Explain and illustrate stream of consciousness.	Best Short Stories of the Modern Age

Course: English Grade: 12 Level: G/HP* C.P. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
	Have students write a theme on the elements of a short story.	
	Filmstrips	FS-808.803 Lawrence, D.H. in the Rocking Horse Winner, pt. 3 FS-823.914 Animal Farm - Orwell
	Records	RC-808.8 Adventures in Appreciation - Stevenson RC-J A Portrait of the Artist as a Young Man: James Joyce
Novel - A minimum of five of the following novels must be read:		Canterbury Tales, Chaucer, Hertzberg New Method) Dubliners, Joyce, (Viking) Cry the Beloved Country, Paton, (Hertzberg New Method) Brave New World, Huxley, (Hertzberg New Method) "The Secret Sharer," Conrad, Four English Novels, Priestly (Harcourt Brace) "The Return of the Native," Hardy, Four English Novels, Priestly (Harcourt Brace) Lord of the Flies, Golding (Hertzberg New Methos) Of Human Bondage, Mangham (Vintage) The Stranger, Camus (Vintage) All Quiet on the Western Front, Remargue (Fawcett-Crest Books)

Course: English Grade: 12 Level: G/HP* C.P. Unit: Literature Page 3

Content/Concepts	Suggested Activities	Suggested Resources
A novel is any extended fictional prose narrative. (intergroup)	Review and discuss the elements of this novel.	
	Film	MP-3-0975 The Novel - What It Is, What It's About, What It Does (I.U.)
	Give an overview of the development of the English novel and review the various types of novels.	
	Slide Set	SSS-428.4 The Novel in Literature, 2 pts.
	Have students choose a novel from the approved list, research the author, read the novel and prepare a report to be presented orally. This novel may then be used for the research paper.	
	Assign novels from the approved list for outside reading. Have students research author, theme and style and present notes in class. A test based on the characters and plot can usually determine if the novel has been read. Themes may be assigned to determine further comprehension and insight of each novel.	
	Have students read Cry, The Beloved Country and: --reenact the court trial.	Cry, The Beloved Country Library bibliography - Paton

Course: English Grade: 12 Level: G/HP* C.P. Unit: Literature Page 4

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Brave New World and: --examine the novel as a vehicle for social comment. --examine the concept of utopian novels and philosophy. --list areas which if eliminated would make our world better (disease, war, pollution, poverty, etc.). Solicit comment as to whether elimination of these would give us utopia.	Brave New World
	Identify the parameters, vocabulary, and historical requisites of society in the novel.	
	Explore and identify the warnings Huxley expresses and the possibilities for present society evolving into it. --explore the motto of the novel and distinguish the sources of "community, identity and stability" in the novel and our society. --list the diversity by which an individual in our society gains community, identity and stability (family, school, religion, etc.). --recognize diversity in choice and choice enables freedom.	
	Filmstrips/Cassettes	CA/FS-823.912 Brave New World FS-823.09 Future Imperfect: The Utopian Novel - Brave New World CA-823.912 Brave New World

Content/Concepts	Suggested Activities	Suggested Resources
	Videotape	VT-Hux Brave New World, 3 pts. Library bibliography - Huxley
	Have students read The Secret Sharer and: --discuss the establishment of a microcism. --discuss psychoanalysis.	The Secret Sharer
	Videotape	VT-CON The Secret Sharer
		Library bibliography - Conrad
	Have students read Return of the Native and:	Return of the Native
	--draw a map of Egden Heath	Library bibliography - Hardy
	Have students read Lord of the Flies and: --examine the novel as symbollic allegory. --investigate Golding's view of civilization as the mechanism evolved to keep man's innately evil nature in check: ..examine the nature of man ..define good and evil ..construct list of sources by which individuals gain a moral perspective.	Lord of the Flies
	--define and identify examples of image, symbol, and allegory. ..select five different images from a teacher prepared list and complete a five column worksheet tracing them through literal, associations, universal, symbol and potential allegory.	Teacher resource: A Handbook to Literature, Thrall, Hubbard, (Odyssey Press), 1960.

Course: English　Grade: 12　Level: G/HP* C.P.　Unit: Literature　Page 6

Content/Concepts	Suggested Activities	Suggested Resources
	--identify the political, psychological, religious and psyche allegories. --conduct a war between students. --draw a map of the island. --write themes defending a basic thesis: Example topics: the Nature of Leadership, Man's Intrinsic Nature	
	Filmstrips/Cassettes	CA/FS-823.914 Lord of the Flies CA-823.914 Lord of the Flies
	Film	Lord of the Flies, rental, Institutional Cinema
		Library bibliography - Golding
	Have students read Canterbury Tales	
	Filmstrips	FS-821.09 Chaucer RC/FS-821 From the Prologue to the Canterbury Tales by Geoffrey Chaucer RC/FS-821.09 The Time, The Life, The Works of Geoffrey Chaucer RC/FS-821.09 Geoffrey Chaucer: Poet and Pilgrim RC/FS-821.09 Chaucer's Canterbury Pilgrims
	Film	MP-3-0244 Chaucer's England (I.U.)
		Library bibliography - Chaucer

Course: English Grade: 12 Level: G/HP* C.P. Unit: Literature Page 7

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read *Of Human Bondage*	
	Cassette	CA-170 *Deciding Right From Wrong: The Dilemina of Morality Today*, Maughn
		Other library bibliographies: *Joyce* *Camus*
Essay		
The essay is a moderately brief prose discussion of a restricted topic.	Review definitions of formal and informal essay and types of essays.	
Introduction should be given to the formal and the informal essay. (intergroup)	Have students read essay by Sir Francis Bacon as an introduction to essays.	*Adventures in English Literature*
The formal essay is a prose narrative characterized by sober seriousness of purpose, dignity, logical organization, and length. (intergroup)	Have students read essays of 18th, 19th and 20th century writers such as: Bacon Macaulay Addison Newman Steele Forster Goldsmith	*Adventures in English Literature* Library bibliography - *English Authors*
The informal essay is a prose narrative characterized by humor, the personal element, graceful style, rambling structure, novelty or unconventionality of theme, freshness of form, freedom from stiffness and affectation, incomplete or [illegible]tative treatment of topic.	Have students write several essays using the characteristics of each century.	

G/HP*

Course: English Grade: 12 Level: C.P. Unit: Literature Page 3

Content/Concepts	Suggested Activities	Suggested Resources
Drama - A minimum of two of the following plays must be read		"Hamlet", Shakespeare, Five World Plays, Higgins (Harcourt Brace) "MacBeth", Shakespeare, Adventures in English Literature "Antigone", Sophocles, Five World Plays
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events. (intergroup)	Discuss the elements of drama from Greco-Roman time to 20th century incorporating the political religious and social conditions which affected the writers. Point out how writers influenced their era. Also draw parallels between the evolution of Greek and Shakespearean theater. Relate information to studies in students world history classes.	
	The use of maps and charts from history books helps to better acquaint students with geographical limitations.	Living World History, Wallbank, Schrier, (Scott, Foresman), 1974.
Miracle plays are based upon the legend of some saint or upon a miracle performed by some saint or sacred object.	Give definition and examples of miracle plays.	
Morality plays deal with a single vice or moral problem or a situation applicable to a certain person.	Give definitions and examples of morality plays.	

Content/Concepts	Suggested Activities	Suggested Resources
A mystery play is a medieval religious play based upon Biblical history or a scriptural play.	Give definition and examples of mystery plays.	
An interlude is a play brief enough to be presented in the interval of a dramatic performance, entertainment, or feast.	Give definition and examples of interludes.	
The history and theater of Elizabethan times must be understood in order to appreciate Shakespearean dramas. (intergroup)	Discuss tragedy	
	Review terms plot, character, theme	
	Filmstrips	RC/FS-822.3 The Time, The Life, The Works of William Shakespeare RC/FS-942.05 The Elizabethian Period FS-822.3 William Shakespeare
	Slide Set	SSS-809 The Tragic Flaw, 2 pts. SSS-822.33 Shakespeare is Alive and Well in the Modern World
	Films	MP-3-3846 Shakespeare - Soul of An Age, pt. 1 (I.U.) MP-3-1249 Shakespeare - Soul of An Age, pt. 2 (I.U.) MP- Shakespeare of Stratford and London (I.U.) MP- Shakespeare - A Mirror to Man (I.U.)
	Tapes/Records	TA-822.3 Understanding Shakespeare RC-914.2 Elizabethan Everyday Life

Course: English Grade: 12 Level: G/HP* C.P. Unit: Literature Page 10

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read *Hamlet* and: --read one act aloud	*Hamlet*
	Filmstrips	FS-822.3 *Hamlet* FS-822.3Y *Hamlet*
	Record	RC-822.3 *Hamlet*
	Film	MP- *What Happens In Hamlet* (I.U.)
		Library bibliography - *Hamlet*
	Have students read *MacBeth* and: --examine play as representative of tragedy. --discuss: ..fate and freewill ..ambition ..conscience --define imagery/figurative language ..soliloquy ..paradox ..ironic ..dramatic irony ..aside --Trace particular recurring images throughout play and note changes in: ..clothing ..seeds and planting ..fertility and sterility ..children babies ..light and darkness ..blood--sleep--water	"MacBeth", *Adventures in English Literature*

Course: English **Grade:** 12 **Level:** G/HP* C.P. **Unit:** Literature

Content/Concepts	Suggested Activities	Suggested Resources
	--discuss theme, interpretation of play and MacBeth's character. --assign theme writings on various aspects of play.	
	Filmstrip	FS-822.3 MacBeth
	Record	RC-822.3 MacBeth
	Films	MP-3-1070 MacBeth: The Politics of Power (I.U.) MP-3-1368 MacBeth: The Themes of MacBeth (I.U.) MP-3-1233 The Secrets'T Man (I.U.)
		Library bibliography - Macbeth
	Have students read Antigone	
	Filmstrips	FS-882.08 Antigone and the Greek Theater
	Records	RC-882.08 Antigone: Theme and Theater RC-882.08 Antigone by Sophocles RC-842 Antigone
		Library bibliography - Sophocles/Antigone
Drama has many facets. Elements, types, form, and history are facets which should be understood.	Discuss the various elements of drama and how poetry, song and other lyrical devices are incorporated in literature.	
	Distinguish reading drama from other literary forms.	

Content/Concepts	Suggested Activities	Suggested Resources
	Have students interpret specified lines of drama and give oral interpretations.	
	Have students write themes of literary criticism which demonstrate, with direct quotations, Shakespeare's use of image and symbol to illustrate the overthrow of harmony and order both in society and individuals.	
	Filmstrip	RC/FS *Drama of the Twentieth Century*, 5 pts.
Poetry		
The epic, ballad, and elegy are types of poems.	Have students read and discuss: --*Beowulf* --*Paradise Lost*	*Adventures in English Literature* Library bibliography - *Beowulf*
	Have students read and discuss: --medieval ballad --folk and literary ballad	*Adventures in English Literature*
		Teacher resource: Teaching Poetry in the High School, Sweetking, (Macmillan), 1964. *A Handbook of Literature*
	Filmstrip	RC/FS-809.1 *The Poetic Experience*, 2 pts.

Course: English **Grade:** 12 **Level:** G/HP* C.P. **Unit:** Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Records/Cassette	RC-821 The Poetry of Thomas Hardy RC-821.08 Victorian Poetry RC-821.08 1850-1894 19th Century English Poets CA-808.1 The Poet's Voice, 6 pts.
	Film	MP-1-2847 What is Poetry (I.U.)
Form, types, theme, and mood are elements of poetry.	Have students read and discuss famous elegies.	
	Have students read selected British poems exemplifying elements.	Adventures in English Literature
	Have students write a formal explication.	
	Filmstrip	RC/FS-808.1 Poetry: Commitment and Alienation, 2 pts.
	Records/Cassette	RC-811.08 Twentieth Century Poetry in English CA-821.09 Interviews with Great Poets of the Romantic Era: Keats, Wordsworth Byron, 3 pts.
		Library bibliographies - Keats, Byron, Shelley, Coleridge
	Other English literature audiovisual materials	
	Filmstrips	RC/FS-820.9 An Audiovisual History of English Literature, 8 pts.

Course: English Grade: 12 Level: G/HP* C.P. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
		RC/FS-820.9 Modern British Literature, 2 pts. RC/FS-820.9 Music and English Literature, 5 pts. FS 820.8 The Victorian Age, 2 pts.
	Records	RC-820.8 English Literature Collection - America Listens to Literature
	Other audiovisual materials for use in this unit:	
	Filmstrips	RC/FS-808 Imagery and Symbolism RC/FS-808.1 Poetry: Commitment and Alienation, 2 pts.
	Records	RC-808.81 Poet's Gold RC-811.5 Rootabagg Stories, 2 pts.

Department: English
Grade: 12
Course: English Level: CP, G/HP* Unit: Grammar and Punctuation

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Overview of Unit:

The study of grammar and punctuation and, more specifically, the grammar scope and sequence developed for our district represents an effort to present a specific sequential set of concepts which will enable students to communicate effectively through speech and writing. The English department has agreed to (1) utilize materials and instructional procedures that contain traditional terminology, (2) have teachers of each grade level be responsible for a determined portion of the scope and sequence, and (3) except for a few elements, teach grammar and punctuation on an "as needed" basis in the eleventh and twelfth grades.

Suggested Instructional Time:

1-2 weeks, review items should be presented on an "as needed" basis.

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. recognize and use in writing (D):
    a. voice
    b. progressive and emphatic verb forms
    c. mood
3. use in writing:
    a. the comma with appositives.
    b. the comma with a subordinate clause after an independent clause.
    c. brackets.
    d. quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.
    e. punctuation, footnotes, and bibliographies.

Department: English
Grade: 12
Course: English Level: CP, G/HP* Unit: Grammar and Punctuation

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Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English **Grade:** 12 **Level:** G/HP* CP **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
A knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Review grammar and usage in conjunction with writing. Emphasize voice, mood, use of commas, use of brackets, and punctuation of footnotes and bibliographies.	Warriner's English Grammar and Composition: Third Course, Warriner, Whitten, Griffith, (Harcourt, Brace, Jovanovich), 1977. Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith (Harcourt, Brace, Jovanovich), 1977.
Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.		Grammar and Punctuation Bibliographies available from libraries of High School Springhouse Troxell Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith (Harcourt, Brace, Jovanovich), 1977.

Department: English
Grade: 12
Course: English Level: C.P., G/HP* Unit: Writing

Overview of Unit:

The Parkland School District Writing Program exposes the student to the sentence, the outline, the paragraph, the theme, the letter, creative writing, and the research paper. The student receives multiple experiences in these types of writing while developing proficiency in the areas of usage and mechanics. The ultimate outcome is to prepare the student to communicate effectively in college and in society. Each grade reinforces and builds upon the concepts previously presented and adds new concepts.

Suggested Instructional Time:

8-10 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run-on and does not contain misplaced or dangling modifiers.
2. identify faulty parallelism in a sentence and write a parallel sentence that is also consistent in tense.
3. identify the types and the form of the outline and the terms associated with it, including parallelism and coherency.
4. identify transitions within paragraphs.
5. develop a theme showing evidence of its form.
6. write a theme showing evidence of transitions between paragraphs.
7. write a critical analysis showing evidence of its form.
8. write an explication showing evidence of its form. (optional)
9. identify the different types of argumentative themes.
10. write an argumentative theme.
11. write a critique showing evidence of its form. (optional)
12. wrtie an informal essay showing evidence of its form. (optional)
13. identify the correct format of a research paper.
14. write a research paper showing evidence of its form.
15. employ the resources of the library.

16. write a creative composition.
17. employ the following aspects of style: diction, varied sentence types, unity, coherence, avoiding monotony, and point of view.
18. show correct usage of pronoun antecedent agreement, subject verb agreement, and tense consistency.
19. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English Grade: 12 Level: G/HP* C.P. Unit: Writing Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of punctuation. (Fragments, misplaced modifiers, run-ons, dangling modifiers, and consistency in tense, and parallelism should be understood in relationship to the sentence.)	Given sentences and paragraphs which the instructor collates from student themes, have students "correct" these items for homework. In class, each item is reviewed. --These collated review sheets should each speak to a particular "syntax" or "grammar" difficulty evinced in student writing. --Via this method, concentration on inappropriate form or usage can be directed to class needs. --Student recognition of errors in their writing rather than grammar book exercises heightens interest.	
	Filmstrips	FS-808 The Paragraph, 4 pts.
	Records	RC-424 Conquering Composition: Sentence Problems, 2 pts. Paragraph Techniques
	Transparencies	TR-808.02 Composition: Writing Effective Sentences
The Outline - An outline is written showing evidence of form. (study skill) An outline is necessary to write a paragraph or theme. An outline should show evidence of parallelism and coherence.	Review the use of an outline in relation to a theme.	
Theme - A theme is a short paper dealing with a single phase of a subject and consisting of an introduction, body, and conclusion	Note: Students will write at least eight themes for this course. At lease one-half of the writings should be based on literature. See scope and sequence for required types.	

Course: English Grade: 12 Level: G/HP* CP, Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
Introduction to a theme should be short but intriguing---it may contain a humerous opener, an anecdotal opener, a metaphorical opener, and it must contain a thesis plus the central idea which the paper develops. (Examples) The humerous opener - Just because Polonius pocketed Hamlet's love letters to Ophelia is no reason to criticize the mail service at Elsinore or anywhere else. The startling opener - No matter what the Bible says, vengence by man is often justified and often sweet. The anecdotal opener - When I was a boy, I used to sit on the back porch and wonder if God knew before I did that I was going to scratch my toe. The metaphorical opener - The faithlessness shown by Anna Karenina is the Roschach ink stain on civilized society. Body - The development of the body of the theme is based on purpose and generallv has three supp[illegible]ing paragraphs.	Review the form of a theme.	

Course: English Grade: 12 Level: G/HP* CP Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
Transitions - Transitions from paragraph to paragraph should be evident in a theme.		
A theme may be ended by either a conclusion or a summary. Optional: The informal essay, and the argumentative theme are two types of wirtings reviewed.		
Critical analysis is written showing evidence of form.	Review the forms of a critical analysis.	
1. In a critical analysis the writer examines and appraises the work of an author. A critical analysis may include describing the qualities of a major character in a selected piece of literature, explaining the theme of a story, or identifying poetic techniques or elements from a poem.		
2. The development of the body of a critical analysis is done through support by using one or more of the following techniques: quotes, paraphrase, summation, personal interpretation.		

Content/Concepts	Suggested Activities	Suggested Resources
3. A conclusion should be drawn from support given in the body.		
Optional:		
An explication is written showing evidence of form.	Review the content, theme, tone, and sturcture of poetry.	Adventures in English Literature English in Literature Selected poems of teacher's choice
1. Explication is a method of literary criticism involving a detailed analysis of each part of a work, concentrating on content, form, theme, and tone.	Given a poem, the form of which has been clarified, have students discuss its content, theme, tone, and structure.	
2. The development of the body of an explication is done by: extracting meaning, identifying theme, identifying tone, identifying mood, identifying figures of speech, identifying other elements.		
3. A conclusion should be drawn from support given in the body.		
Argumentative theme - An argumentative theme is written to show evidence of form.	Given a controversial topic, such as abortion, capital punishment, gun control, etc., students will research, organize, document, and write a theme.	
(The type of theme which usually takes on the aspect of convincing or selling a reader on something.)	Have students brainstorm, discuss issues, and research topics in library.	
1. General - When the writer is asked to surrender his/her beliefs about an aspect of a subj[illegible]t.		

Content/Concepts	Suggested Activities	Suggested Resources
2. Abstract - When the writer is asked to surrender his/her beliefs about an abstract idea. For example: pride.		
Optional:		
A critique is written showing evidence of form.		
1. A critique is a writing which can be done in theme form. It expresses an individual's opinion evaluating the form, content or value of another writer's work.		
2. The development of the body of a critique is done by using quotes, paraphrase, summation, and personal interpretation.		
3. A conclusion should be drawn from the supporting evidence presented in the body.		
A research paper is written to show evidence of form.	Note: Students will write one research paper for this course.	
1. A research paper is an examination and investigation aimed at the discovery and interpretation of facts in order to prove a chosen thesis.	Review format; present standards. Identify possible choices, subject to teacher approval	Librarian presentation - "The Research Paper" MLA style sheets *A Survival Guide*, Parkland School District

Content/Concepts	Suggested Activities	Suggested Resources
2. The material is written into a standardized format as presented in the research booklet provided by Parkland School District.	Have class visit library for research purposes.	
3. The body of the paper is to be composed of from eight to ten pages.	Monitor student progress: --bibliography cards --note cards --thesis approval --outline: 1st and final	
	Collect and correct papers.	
	Records	RC-424 Conquering Composition: How to Write a Term Paper
Optional:		
A creative composition is written showing evidence of imagination.	Record	RC-808 Creative Writing
Style - A mode of expressing language characteristic of an individual.		
Diction - Diction is selecting the appropriate word or phrase for the proper writing situation. Stress avoiding slang.	Given a noun, students will create a composition that examines a topic from a humorous, inciteful, abstract point of view.	Andy Rooney "Doors" Concrete classroom material
Sentences vary according to structure.		
Two types of effective sentences are parallel and standard.		
1. effective - An effective sentence is a sentence producing a desired result.		

Content/Concepts	Suggested Activities	Suggested Resources
a. A parallel sentence expresses parallel ideas in the same grammatical form.		
b. A standard sentence is a sentence which follows the conventional sentence pattern of subject-verb.		
Unity, coherence and point of view are elements of style.		
Avoiding monotony may be done by varying sentence beginnings and by using appositives.		808.042 The Complete Stylist, Baker (Crowell), 1966. 808 The Elements of Style, Strunkand, White, (MacMillan), 1979.
1. An appositive is a noun or pronoun--often with modifiers--set beside another noun or pronoun to explain or identify it.		
Modifiers may be used to give variety in sentence style.		
1. A sentence may begin with a single-word modifier--an adverb, an adjective, or a participle.		
2. A sentence may begin with a phrase--a prepositional phrase, a participial phrase, an appositive phrase, or an infinitive phrase.		
3. A sentence may begin with a subordinate clause.		

Content/Concepts	Suggested Activities	Suggested Resources
Usage		
Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident in student writings.	Review major components of usage; establish accepted criteria for student writings.	Warriner's Student themes
Usage problems occur in a student's writing.		
	Note: See the unit entitled "Literature" for other writing topics.	
The student will be able to use sources in the library. (study skills)	Library orientation conducted in cooperation with the librarian.	Librarian

Department: English
Grade: 12
Course: English Level: CP, G/HP* Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with systematic vocabulary growth and enrichment of their vocabularies. Words have been selected on the basis of their appearance or standardized vocabulary lists that are recognized as a valid basis for teaching language skills, their frequency in present day books and mass media and their use in preferred oral communications. The differences in each grade level's program are reflected not only in the level of words presented but also in the difficulty of the sentences in which they are used and the contexts in which the student is required to apply them. The aim of the instructional program is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time:

1 period/week or 1 period/2 weeks - instruction should be spread over the entire school year. (4-6 weeks)

Intended Student Objectives:

The student will be able to:

1. define and pronounce words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).
7. apply vocabulary techniques and words to the Scholastic Aptitude Tests.

Suggested Evaluation:

Departmental testing:
Two lessons/test; two tests/quarter; one midterm; one final

Course: English **Grade:** 12 **Level:** G/HP* CP **Unit:** Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	Vocabulary Workshop, Level G, Shostak (Sadlier-Oxford), 1978.

Department: English
Grade: 12
Course: English Level: CP, G/HP* Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Certain fundamental principles are essential to understand and are best learned when they find expression in actual experience. Our students should gain self-confidence in their speaking abilities by giving speeches.

Suggested Instructional Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English **Grade:** 12 **Level:** G/HP* CP **Unit:** Speech (optional) Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Have students give various types of speeches if time permits.	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966, pp. x -xiii. Speech for Today, Hibbs and others, (McGraw-Hill), 1965, Chapters 6-9 Ease In Speech, Painter, (D.C. Heath), 1962.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.		Speech for Today, Chapters 10, 11 38 Basic Speech Experience, pp. xvi-xviii. Teacher resource The Art of Speaking Made Simple, Gondin & Mammen, (Doubleday & Co.), 1981. Ease In Speech
	Cassettes	808.5 Effective Communication: A Tape Guide to Improved Awareness and Self-Expression
	Transparencies	TR-808.91 Basic Speech TR-808.5 Introduction to Discussion TR-808.91 Persuasion and Argument

10th grade BE

619

Department: English
Grade: 10
Course: English Level: Business Education

Developed by
Pat Rader

Course Description:

Grammar: the study of grammar concentrates upon the areas indicated in the grammar continuum and particular student weaknesses.

Composition: emphasis is placed on various methods of developing a paragraph.

Literature: the appreciation of literature is taught through the various genres (short story, novel, essay, poetry, drama, biography and autobiography.

Vocabulary: vocabulary is taught through literature and word studies.

Speech: all students will present a speech.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Department: English
Grade: 10
Course: English Level: Business Education Unit: Literature

Overview of Unit:

Parkland bases its Business literature program upon the principle that literature is a necessary area of study. Through literature the teacher exposes the students to all aspects of life, helping them to gain insight into how to deal with life and its problems.

Suggested Instructional Time:

8 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcatagories from previous grade levels.
2. read a short story and be able to identify setting and character development from previously learned material.
3. identify, define, and determine conflict in a short story.
4. read a short story and be able to determine the theme.
5. read a short story and be able to outline the plot of the story.
6. read a short story and determine from what point of view the story is written.
7. identify, define, and recognize the effect of mood upon character and setting.
8. read a minimum of ten short stories from the anthology

Novel

1. identify and define the genre of the novel.
2. recognize and define the style in a novel.
3. read a minimum of two of the following novels--The Pearl, The Good Earth, A Separate Peace, Silas Marner.
4. read two novels of student's choice; one fiction, one nonfiction.

Department: English
Grade: 10
Course: English Level: Business Education Unit: Literature

Biography - Autobiography

1. identify characteristics of biography.
2. select a biography from library to be read independently.
3. identify characteristics of an autobiography.
4. select an autobiography from library to be read independently.

Drama

1. recognize the genre of drama from previous grades.
2. discuss protagonist, antagonist.
3. discuss the form of a play.
4. read the following play A Raisin in the Sun.

Course: English Grade: 10 Level: B.E. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of ten short stories must be read from the textbook.		
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization and setting.	Have students read and discuss short stories.	Adventures in Appreciation, (Harcourt, Brace, Jovanovich), 1973.
	Short stories are grouped according to prevailing element. Discuss element and how it is used in the short story.	
	Filmstrips/Records	FS-808.3 How to Read the Short Story RC/FS-808.3 How to Read and Understand a Short Story RC/FS-808.3 Forms of Literature: The Short Story
	Have students answer questions relevant to each short story.	

Course: English Grade: 10 Level: B.E. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
	Discuss short story for the purpose of relating the story and incidents within the story to students own lives; therefore, searching for values which can be applied to every day life.	
Conflict is the problem which arises in the short story and must be resolved.	Have students read and discuss the short story, picking out the conflict.	Text - Adventures in Appreciation
	Filmstrip	FS Elements of a Short Story
Theme - the one idea that underlies and unifies all the elements of the story.	Have students read and discuss the story picking out the theme.	
Plot - the sequence of incidents composing a story. The plan of what happens.	Read and discuss the short story by finding the following elements: complication, crises, climax, and solution.	
	Have students write a plot outline from the short story.	
Point of View - a short story may be written from any one of four points of view and these views can be identified in a short story.	Have students read and discuss story. Have them identify the point of view from which the story is told.	
Mood is the tone which prevails in a piece of literature.	Have students read and discuss story explaining what is the mood of the story.	

Content/Concepts	Suggested Activities	Suggested Resources
Mood will affect character and setting.	Have students read and discuss story explaining how the mood affects other elements.	
	At the end of each grouping of short stories have students compare the stories as to how they differed in the way the particular element was used.	
Novel - A minimum of two novels must be read from the following:		The Pearl, Steinbeck, (Hertzberg) The Good Earth, Buck, (Pocket Books) "Silas Marner", Eliot, Adventures In Appreciation, (Harcourt Brace) A Separate Peace, Knowles, (Hertzberg New Method)
A novel is any extended fictional prose narrative.	Lecture and discussion on the elements of a novel.	
	Relate novels read to contemporary novels, movies and television.	
	Demonstrate how an author gives unity to his novel by tracing patterns that recur in the novel.	
	Have students complete study guides.	Study Guide (P. Rader)
	Discuss the role of the narrator and how his/her point of view affects the reader.	

Course: English Grade: 10 Level: B.E. Unit: Literature Page 4

Content/Concepts	Suggested Activities	Suggested Resources
	For Silas Marner - after students have read chapter 8, have them write their preconceived idea as to what the climax and resolution shall be based on a deeper meaning of the elements of the novel.	
	Filmstrips	RC/FS-808.3 Forms of Literature: The Novel, 2 pts. RC/FS-813.09E Pearl Buck: The Good Earth RC/FS-813.9E John Steinbeck
	Cassettes	CA-813.18 Silas Marner The Pearl
	Bibliography	John Steinbeck, Library
The style of a novel is the manner in which a novelist writes. It is the author's trademark of originality and creativity.	Discuss the various elements of technique that an author may use in presenting the story.	Any of novels above
	After reading novel, have students discuss author's style.	
	Have students read two novels of their choice - 1 fiction, 1 nonfiction. Teachers approval is necessary and novels must be from Parkland High School library. Have students write a report for each.	Report forms - P. Rader

Content/Concepts	Suggested Activities	Suggested Resources
Biography - Autobiography		
A biography is the accurate presentation of a life history from birth to death of an individual; this presentation being secured through an honest effort to interpret the facts of the life in such a way as to offer a unified impression of the character, mind, and personality of the subject.	Have students read a biography of their choice and write a report.	Parkland High School Library Report form (P. Rader)
A biography is anecdotal and episodal.		
A biography is written by an author who is not the person whose life is told in the story, and the biography need not be written about a living person.		
An autobiography is a narrative of the author's life, written by himself, with some stress upon introspection.	Have students read an autobiography of their choice.	Parkland High School Library
Drama - The following play must be read:		A Raisin in the Sun, Hansberry, (Hertzberry New Method)
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events. (intergroup)	Read the play. Discuss the elements of the play.	
	Have students complete worksheets relating to the elements of a play.	Worksheets (P. Rader)
	Record	RC-812 A Raisin in the Sun

Department: English
Grade: 10
Course: English Level: B.E. Unit: Grammar & Punctuation

Overview of Unit:

Because of the necessity for proficiency of proper grammar and punctuation in the business world, the Business English students are drilled extensively in these areas. The scope and sequence plot allows for much development and review of the basic elements.

Suggested Instructional Time:

12 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. identify, define, recognize and use in writing (I-D):
   a. verbals - infinitive, participle, gerund
   b. gerund phrases
   c. participle phrases
   d. infinitive phrases
3. recognize and use in writing (D):
   a. substantive as complement
   b. adjective as complement
   c. appositives - restrictive and nonrestrictive
   d. clauses - all types
4. identify and use in writing (I-D:
   a. the comma with verbal phrases.
5. use in writing (D):
   a. the comma with introductory phrases and clauses.
   b. the comma with introductory modifiers.
   c. the comma with nonrestrictive phrases and clauses.
   d. the comma with appositives.
   e. the comma with a subordinate clause after independent clause.
   f. the comma with interrupters.
   g. the colon with enumerations and lists.
   h. the colon with formal statements, quotations, questions.
   i. italics/underlining.

Department: English
Grade: 10
Course: English Level: B.E. Unit: Grammar & Punctuation

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts on a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English Grade: 10 Level: B.E. Unit: Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Have students: --complete exercises in grammar book. --review all assigned exercises in class.	Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith (Harcourt, Brace, Jovanovich), 1977.
	--respond to questions individually to pinpoint areas of confusion and misunderstanding. --complete any unfinished assignments as homework.	Grammar and Punctuation Bibliographies available from libraries of High School Springhouse Troxell
	--write sentences which contain particular grammar practices.	Individualized Instruction Packets available from Curriculum Services
	--correct sentences with faulty grammar.	"Phrases and Clauses" - Keyed to Warriner's Grammar and Composition, 1965.
	Assign students exercises in their workbook.	English on the Job, Carlin, Holder & Christ, (Globe), 1975.
	Pretest students on items on the continuum to determine if the item needs review.	Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith (Harcourt, Brace, Jovanovich), 1977
	Briefly review items on the 10th grade continuum and have students do exercises on their own.	English the Easy Way, Schachter & Clark (Southwestern Publishing Co.), 1977.
	Filmstrips	RC/FS-421 Punctuation Problems, 4 pts.
	Transparencies	TR-428 Advanced Punctuation

Department: English
Grade: 10
Course: English Level: B.E. Unit: Writing

Overview of Unit:

The writing program in Business English concentrates on basic principles and includes the writing of various types of sentences, paragraphs, and compositions. Emphasis is placed on correct spelling, punctuation, grammar and usage. The ultimate goal is to help the student become proficient in the necessary skills of communication needed within the business world.

Suggested Instructional Time:

8-10 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run-on and does not contain misplaced or dangling modifiers.
2. write a paragraph with emphasis upon placement of the topic sentence, development of the body, and effectiveness of the closing sentence.
3. develop transitions between paragraphs, identify unity and coherence in a paragraph, and proofread a paragraph for content and mechanical errors.
4. write paragraphs developed by the following methods:
   a. description
   b. facts
   c. comparison or contrast
   d. details
   e. incidents
5. write compositions by employing any of the following types:
   a. essays
   b. creative
   c. book reviews
   d. autobiography
7. show correct usage of tense consistency.
8. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English Grade: 10 Level: B.E. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of punctuation.	Have students do exercises in grammar book.	Warriner's
	Have students do review exercises in workbook.	English on the Job
--Fragments, misplaced modifiers, run-ons, dangling modifiers, and consistency in tense should be understood in relationship to the sentence.		

Note:
Students will write at least ten paragraphs for this course. See scope and sequence for required types.

Content/Concepts	Suggested Activities	Suggested Resources
The Paragraph - A group of related sentences containing a topic sentence, transitions, support, and a concluding sentence.	Have students do exercises in grammar book which shows correct paragraph forms and incorrect forms.	Warriner's
--The form, development, and order of a paragraph should be reviewed.	Have students write two separate paragraphs - one good and one poor in terms of punctuation and sentence construction. Have students exchange papers, identify poor paragraph and if possible correct.	
--Topic sentence may be placed anywhere in a paragraph depending on its purpose.	Have students do exercises which consist of paragraphs and students must choose appropriate topic sentences and clincher sentences.	Warriner's
--A concluding sentence or clincher sentence is a restatement of the topic sentence.	Filmstrips	FS-808 The Paragraph, 4 pts. FS-428 Conquering Composition: Paragraph Techniques
--A paragraph should be proofread.	Transparencies	TR-428 Writing Clear Sentences and Paragraphs TR-808.02 From Phrase to Paragraph: A Program for Composition

Course: English Grade: 10 Level: B.E. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
Unity is achieved in a paragraph by discussing only one topic in a paragraph.		
A paragraph should have coherence: its ideas should be arranged according to a definite plan and should be linked clearly to one another.	In the textbook there are examples of well written paragraphs as well as poorly written ones. Have students read them, compare them, and find any weaknesses in the paragraphs.	Warriner's
Details in a paragraph may be arranged in chronological order - order in which things happen; spatial order - order of position; order of importance.	Continue in textbook going over the different ways of developing paragraphs. Discuss them.	Warriner's
A paragraph is usually developed by means of additional, detailed information given in support of the idea expressed in the topic sentence. Five methods of paragraph development are: by facts, by description, by incidents or examples, by details or reasons, by contrast or comparison.		

Note: Students will write at least four compositions for the course. See scope and sequence for required types.

Content/Concepts	Suggested Activities	Suggested Resources
A composition is a writing of at least two or three paragraphs which has a central controlling idea that must be developed by means of smaller, more specific ideas.	Have students choose a book from the library as previously stated in literature section.	

Course: English Grade: 10 Level: B.E. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
There are several specific types of compositions: Book reviews Autobiographies Creative writings Essays	Write book review for: 1 nonfiction novel 1 fiction novel 1 biography Have students write an autobiography after reading an autobiography found in the library. Have students attend the school play and review it.	Parkland High School Library Book report form (P. Rader)
Usage		
--Pronouns exist in three cases.	If any problems exist, recapitulate material already covered in grammar book, or workbook.	Warriner's English on the Job
--Conjunctions are used in effective writing.		
--Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident in student writing.		
--Usage problems occur in a student's writing.		
The student will be able to use sources in the library.	Schedule library orientation program for students. See library curriculum guide for details of presentation.	Librarian

Note: All 10th grade students are to be scheduled for library orientation for the English class periods at the beginning of the school term.

See the unit entitled "Literature" for other writing topics.

Department: English
Grade: 10
Course: English Level: Business Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with vocabulary growth and enrichment of their vocabulary. The ultimate goal is for the students to be able to use the words selected in their daily oral and written communication.

Suggested Instructional Time:

4-6 weeks

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. choose antonyms and synonyms.
3. perceive relationships of words.
4. familiarize himself/herself with business related words.
5. select appropriate prefixes and suffixes.
6. learn proper syllables for given words.
7. master use of the dictionary.

Suggested Evaluation:

Course: English Grade: 10 Level: B.E. Unit: Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words -- their definition, pronunciation, synonyms, antonyms, syllables -- will help to build a correct pronunciation guide as well as a useful vocabulary. (study skill)	Have students complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	Word Studies, Laub & Perry, (South-Western Pub. Co.), 1981. Dictionary

Department: English
Grade: 10
Course: English Level: Business Unit: Speech

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Our students should gain self-confidence in their speaking abilities by giving speeches.

Suggested Instructional Time:

2-3 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body, and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare an outline.
5. prepare notecards.
6. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume, and enunciation; body posture; composure, and retaining audience interest.

Suggested Evlauation:

Course: English Grade: 10 Level: B.E. Unit: Speech Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, preparation of an outline, the preparation of notecards, and rehearsal.	Review the elements of content of a speech as well as delivery of a speech.	Teacher Resources: The Art of Speaking Made Simple, Gondin and Mammen (Doubleday & Co.), 1981.
	Teacher may deliver a sample speech emphasizing: eye contact volume gestures pitch posture rate pauses interest aroused	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure; also the retaining of audience interest.		Ease In Speech, Painter, (D.C. Heath), 1962.
	Pass out evaluation forms to students.	Evaluation forms (P. Rader)
	Have students present topic to teacher to be approved. Cause and effect type speeches of 6-10 minutes may be used. Contemporary or timeless problems may serve as topics.	
	Have students: --prepare outline --prepare notecards --present speech	
	Teacher and students evaluate all speeches by using the form previously discussed.	
	Records	RC-808.5 Speeches for Every Occasion RC-808.5 Speech in Action RC-808.51 Basic Speech RC-808.5 Introduction to Discussion RC-808.51 Persuasion and Argument

11th grade BE

Department: English
Grade: 11
Course: English Level: Business Education

Developed by
Nancy Carthew

Course Description:

The Business English course is a basic course which includes all the areas of the English curriculum. We stress practical skills. Special emphasis is placed on vocabulary study using a text and words from literature selections. Also, we teach the composition of business letters. Students learn to write sales letters, letters of inquiry, collection letters, etc. American literature, especially that of the twentieth century, is studied.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Department: English
Grade: 11
Course: English Level: B.E. Unit: Literature

Overview of Unit:

Parkland bases its Business Literature Program upon the principle that literature is a necessary area of study. Through literature, the teacher exposes the students to all aspects of life, helping them to gain insight into dealing with life and its problems, as well as teaching them to appreciate the aesthetic beauties and moral values in life.

Suggested Instructional Time:

Total - 15 weeks
4 weeks Short Story; 3 weeks Novel; 4 weeks Poetry; 4 weeks Drama

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and its elements as taught in previous grades.
2. recall the various authors and his/her outstanding literary contributions.
3. develop an awareness of style through a comparison of stories.
4. identify the elements of symbol and mood within the structure of several stories.
5. read a minimum of eight short stories from America and/or Classic American Short Stories.

Novel

1. recognize the genre of the novel and its elements as taught in previous grades.
2. recall the author and his/her outstanding literary contributions.
3. relate significant themes of the novel with events and problems as they are occurring in contemporary life.
4. read a minimum of one of the following novels: Of Mice and Men or To Kill a Mockingbird.

Department: English
Grade: 11
Course: English Level: B.E. Unit: Literature

Poetry (optional)

1. recognize the genre of poetry and its elements as taught in previous grades.
2. read a variety of poems including those from America and others presented by both teacher and students as occasion arises.

Drama

1. recognize the genre of drama and its elements as taught in previous grades.
2. differentiate between comedy and tragedy.
3. examine the dramatic structure of a play.
4. examine characterization within a play with special attention to the use of the foil as utilized in Death of a Salesman.
5. read a minimum of two designated plays from this list: Death of a Salesman, The Glass Managerie, The Crucible, Our Town.

Course: English Grade: 11 Level: B.E. Unit: Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skills)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skills)	Have students define new terms as they are encountered throughout the text. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of eight short stories must be read from the textbooks.		America, Houghton Mifflin, 1978. Classic American Short Stories, Hipple (Allyn and Bacon), 1977.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms plot, characterization, and setting.	Review elements of the short story.	RC/FS-813.09 The Development of the American Short Story RC/FS-813.09 American Gothic: Hawthorne/Melville
The author and his time frame can offer a greater appreciation of the literary work.	Provide background of various authors. Relate to history. Have students read and discuss assigned stories. Note new vocabulary words.	

Course: English **Grade:** 11 **Level:** B.E. **Unit:** Literature

Content/Concepts	Suggested Activities	Suggested Resources
Though the theme may vary in different stories, a single author has a unique, identifiable style.	Have students read two stories by the same author. Note recurrences of words, sentence structure, settings, symbols, images, character types.	"The Legend of Sleepy Hollow," America. "Rip Van Winkle," Classic Stories.
Symbols have a particular effect upon the work as a whole.	Note Hawthorne's use of mirrors in several stories; Poe's concern with eyes; Mansfield's use of light and dark images as symbols.	"The Minister's Black Veil," America.
	Filmstrip	RC/FS-813.09 Feathertop
Mood is the tone which prevails in a piece of literature. It affects characters and setting.	Discuss the various moods displayed to arouse different emotions in the stories.	"The Tell-Tale Heart," Classic Stories. "The Story of an Hour," America. "A Service of Love," Classic Stories.
	Read a short story and view it through another medium. Discuss which is more effective.	"The Jilting of Granny Weatherall," America.
	Film	The Jilting of Granny Weatherall, 2 parts, (I.U.)
	Have student rewrite a short story using the style of another writer - i.e., Poe's method in "The Legend of Sleepy Hollow."	

Content/Concepts	Suggested Activities	Suggested Resources
Novel - A minimum of one of the following novels must be read:		To Kill A Mockingbird, Harper, (Lippincott). Of Mice and Men, Steinbeck, (Hertzberg New Method).
A novel is an extended fictional prose narrative.	Lecture and discussion of the assigned novel incorporating the various elements of the novel as well as pertinent background information on the author and the time period.	
Themes within appropriate novels can relate directly to the concerns and problems the adolescent is facing today.	To Kill A Mockingbird ...discuss symbolism of title ...discuss family relationships ...discuss incidences showing the maturation of the characters ...have students list in notebook, incidents showing maturation of Jem and Scoot ...discuss the use of foils including Crawford:Maudie, Atticus: Bob Ewell ...discuss prejudice in relationship to time frame of book and now. Note changes, why and how. ...note importance of point-of-view in this novel. Have student rewrite a passage from perspective of another character.	
	...rent movie of To Kill a Mockingbird. Compare movie to novel	Librarian
	Cassette	CA-813.54 To Kill A Mockingbird

Course: English **Grade:** 11 **Level:** B.E. **Unit:** Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Of Mice and Men ...discuss Steinbeck as a social protest writer. ...discuss title in relationship to original quote as well as to symbolism. ...note two sides of man's nature - rational and irrational. ...discuss themes of loneliness, American Dream. ...define naturalism. ...discuss naturalism and its effect on Lennie, George, Crooks, Candy, Curley, Curley's wife.	Learning Activity packets from Curriculum Services
	Arrange debates on: a. whether ending is appropriate b. the pros and cons of euthanasia c. whether the American Dream is still a possibility	
	Filmstrips	CA/FS-813.52 Of Mice and Men RC/FS-813.9 John Steinbeck RC/FS-813.09 Steinbeck's America, 2 pts. RC-813.09 Steinbeck's Losers: The Depression Novels of John Steinbeck
	View movie or TV tape of this work and discuss the two approaches.	

Course: English Grade: 11 Level: B.E. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrips	RC/FS-810.9 Modern American Literature, 2 pts. RC/FS-810.9 American Literature Series, 6 pts. RC/FS-810.9 From Colony To Country: Early American Literature, 2 pts. RC/FS-810.9 Literary New England - Mid Nineteenth Century RC/FS-810.9 The Expatriate Writers, 2 pts. RC/FS-808 The Literature of Protest, 3 pts. CA/FS-973.2 The Puritan Experiment: The Basis of Our Beliefs RC/FS-285 The Puritan Legacy RC/FS-301.51 The Spirit of Inquiry and the Idea of Liberty
Poetry - Optional		
Poetry requires an awareness of how form, image, and sound combine to make meaning.	Explain the difference between prose and poetry.	America
Poetry terms and techniques need to be taught as poetry is read, not in isolation from it.	Review and discuss the various types of poetry and terms used in poetry.	Teacher resource: Teaching Poetry to Adolescents, Dunning (Scott, Foresman), 1966. (Carthew)
	Study terms of poetry in relationship to students' own use of figurative language: i.e., "hot rod," "losing your marbles," "Love is a Many-Splendored Thing."	Teacher handouts The United States in Literature, Scott Foresman, 1976.

Course: English **Grade:** 11 **Level:** B.E. **Unit:** Literature Page 6

Content/Concepts	Suggested Activities	Suggested Resources
	Discuss symbolism from viewpoint of such obvious ideas as "the Grim Reaper," "Stars and Stripes," "Christian Cross."	
A student needs to hear poetry read well.	Bring in drama students who have worked on special Poetry Oral Interpretations. After reading their selections aloud, discuss how they analyzed the poem in order to better understand it and thus present it.	
Poetry is better appreciated when presented in isolation and at appropriate times.	Have folder ready of appropriate poems for all occasions; read a selection aloud when there is extra time at the end of a class or when the day seems to call for a special poem, i.e., Sandburg's "Fog" on a gloomy day.	Teacher folder (Carthew)
A poem can complement the study of other literature.	Pair a poem with another piece of literature - i.e., "Because I Could Not Stop for Death" with "The Jilting of Granny Weatherall."	Other American Poetry A/V Resources: RC/FS- The Vision of Stephen Crane RC/FS- The Private World of Emily Dickinson RC/FS-811.09 Walt Whitman: An American Original RC/FS-811.09 The Poetry of Robert Frost, 2 pts. RC/FS-811.09 Stopping by the Woods of Mr. Frost RC-811.08 Anthology of Contemporary American Poetry RC-811.08 Great American Poetry RC-811 A Lecture: Whitman the Poet RC-811 Walt Whitman: Eyewitness to the Civil War
Allow students time to develop and state their own ideas about what a poem means.	Read a poem aloud and have the students state in one or two sentences what it means. Later, examine the whole poem in terms of elements. Finally, if necessary, paraphrase the entire poem.	
Students become more sympathetic readers of poetry when they have attempted writing one themselves.	Have students begin with listing of thing: i.e., Happiness is..., Nice and Nasty Things... Condense, making list into figures of speech.	

Course: English Grade: 11 Level: B.E. Unit: Literature Page 7

Content/Concepts	Suggested Activities	Suggested Resources
	Assign a specific type of poem to be written demonstrating rhymed verse, free verse, and/or blank verse.	RC-811 Poems and Letters of Emily Dickinson RC/FS-811.09 Understanding American Poetry: The 19th Century
One should strive to improve students taste in poetry rather than attempt to dictate it.	Students bring in contemporary poems from magazines and other sources. Use these as a basis for comparing with known classics using theme or form as common point of discussion.	RC/FS-811.08 Anthology of American Poetry to 1900 RC/FS-811 Spoon River Anthology RC-811.08 Anthology of English and American Poetry RC-811.5 E.E. Cummings Reads His Poetry RC-811.5 Sandburg Reads Sandburg RC-811.5 Carl Sandburg Reads His The People, Yes RC-811.5 Streets, Prairies and Valleys: The Life of Carl Sandburg RC-811.54 Of Poetry and Power RC-811.5 A Lincoln Album RC-811.08 Spectrum in Black: Poems by 20th Century Black Poets
		Library bibliography - Modern American Poetry - Criticism
Drama - A minimum of two of the following plays must be read:		Death of a Salesman, Miller (Hertzberg New Method). The Glass Menagerie, Williams The U.S. in Literature "Our Town," Wilder, America The Crucible, Miller (Hertzberg New Method)

Content/Concepts	Suggested Activities	Suggested Resources
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events.	Discuss the elements of drama. Explain the basic differences between a tragedy and a comedy using examples from both the Greek classics and modern day plays.	
	Filmstrips	CA/FS-812.09 Understanding American Drama CA/FS-808.2 Drama, 5 parts
Comedy and tragedy are distinct forms of drama, but all drama evolves from the same basic structure.	Read one of the assigned plays noting the dramatic structure including introduction, complication, climax, falling action, denouement, dramatic irony. Provide students with a glossary of terms used in drama.	
Characters within the structure of a play require interaction with given relationships. A foil is a character who serves as a contrast to another character in a play.	Read one of the assigned plays noting specifically the types of characters including the protagonist, the antagonist, the tragic hero, and the foil. Death of a Salesman ...discuss the use of Charlie and Bernard as foils for Willie and Biff. ...discuss illusion versus reality in this play; if possible compare to same theme in The Glass Menagerie and/or Of Mice and Men.	

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrips/Cassettes	CA/FS-812.09 Death of A Salesman RC/FS-812.09 Arthur Miller's Salesman CA-812.54 Death of A Salesman
	...discuss the American Dream as demonstrated in this play. Compare it to that of the dream in Of Mice and Men. ...discuss the various symbols used within the play including individual characters, seeds, jungle, gold helmet, sneakers, refrigerator. Note names of characters and their symbolic significance. ...discuss Miller's use of setting (skeletal) to show psychological implications of play. ...discuss use of lights and flute music for same effect. ...have students write about or discuss the outcome of Biff's life. ...discuss any possible change in the future for Biff and Happy as a result of Willy's death.	
	To stress the importance of dialogue, tonal inflection and character interaction in a play: ...listen to a recording of the play. ...read scenes or acts of play aloud. ...have students perform scenes from the play. ...view videotape of the production if available. ...discuss Willie Loman as a modern tragic hero containing a tragic flaw.	

Content/Concepts	Suggested Activities	Suggested Resources
	The Glass Menagerie ...discuss the use of Tom as "chorus" according to the Greek use of the term. ...discuss use of music and lights to enhance the theme of illusion versus reality. ...discuss the use of the symbols including the animal collection, the rain, the candelabra, the flowers. ...discuss Amanda as mother and the different reactions of her children to her endeavors. ...discuss Laura's obsessive shyness.	
	...using handout discuss with students possible ways of overcoming shyness	Teacher's handout (Carthew)
	...listen to a recording of the play. ...read scenes or acts of play aloud. ...have students perform scenes from the play.	
	Filmstrips, cassettes, records	CA/FS-812.52 Modern Drama: Williams - The Glass Menagerie CA/RC-812 The Glass Menagerie RC-812 Tennessee Williams Reading from the Glass Menagerie, The Yellow Bird and Five Poems
	Our Town ...discuss Wilder's use of bare staging. ...read the play aloud. ...discuss the differences between life today and life as depicted in Our Town.	"Our Town" in Adventures in American Literature

Course: English Grade: 11 Level: B.E. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
	...discuss the universality of the theme - i.e., taking our lives for granted.	
	Cassette	CA-812.52 Our Town and the American Dream
	...rewrite second act showing Emily and George falling in love and marrying in a modern day setting. ...write composition on "If I Had Only One Month to Live."	
	...discuss Wilder's practical view of life and death. Compare people in Our Town with those found in Spoon River Anthology.	Spoon River Anthology, masters
	...view the video tape of "The Happy Journey" to compare Wilder's common theme of domestic life examined to discover the greater truths in life.	"The Happy Journey," Videotape, P.H.S. Library
	The Crucible ...discuss the Puritan Ethic in America and how vestiges of it still remain. ...discuss witchcraft through the ages. ...discuss possible causes of the girls' hysteria. ...discuss religious persecution through the ages. ...relate play to the McCarthy era. ...discuss John Proctor as a tragic hero.	
	Cassette and record	CA-812 The Crucible CA-812 The Crucible

Course: English **Grade:** 11 **Level:** B.E. **Unit:** Literature Page 12

Content/Concepts	Suggested Activities	Suggested Resources
	Compare two genre "The Bride Comes to Yellow Sky" as short story and as TV play.	"The Bride Comes to Yellow Sky," Crane, Classic Stories. "The Bride Comes to Yellow Sky," adapted for TV by Agee, America.

Department: English
Grade: 11
Course: English Level: B.E. Unit: Grammar and Punctuation

Overview of Unit:

Because of the necessity for proficiency of proper grammar and punctuation in the business world, the Business English students are drilled extensively in these areas. The scope and sequence plot allows for much development and review of the basic elements.

Suggested Instructional Time:

7 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. recognize and use properly (I-D)
   a. active and passive voices
   b. quotes within quotes
   c. the dash for abrupt breaks in thought
3. use in writing, the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English Grade: 11 Level: B.E. Unit: Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
A knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Have students: --complete exercises in workbook, using textbook as needed to explain, demonstrate and reinforce point. --do extensive exercises in punctuation and grammar in supplemental text with special emphasis on explaining the use of the active and passive voices.	Effective English for Business Communication, Burtness & Clark, (South-Western Publishing Co.), Seventh Edition, 1980. Workbook and Textbook Teacher's Manual Guide to Modern English, Corbin & Perrin, (Scott, Foresman & Co.), 1963.
Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.		

Department: English
Grade: 11
Course: English Level: Business Unit: Writing

Overview of Unit:

The writing program in Business English concentrates on basic principles and includes the writing of various types of sentences, paragraphs, compositions, and letters. Emphasis is placed on correct spelling, punctuation, grammar and usage. The ultimate goal is to help the student become proficient in the necessary skills of communication needed within the business world.

Suggested Instructional Time:

7 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. identify faulty parallelism in a sentence and write a parallel sentence that is also consistent in tense and voice and person.
2. write at least six business letters which deal with these aspects: inquiries, announcements, orders, requests, adjustments, sales, and job applications.

Suggested Evaluation:

Course: English Grade: 11 Level: B.E. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
A sentence should not contain faulty parallelism. (Faulty parallelism) - Parallelism in sentence structure exists when two or more sentence elements of equal rank are similarly expressed. Refer to Warriner's Complete Course.	Have students do exercises in workbook related to these problems. Have "problem" sentences collated from previous student compositions. Have students correct and use as springboard for discussion of sentence structure.	Effective English for Business Communication, Study Projects (workbook), Aurner and Burtness, (Southwestern Publishing Co.), 1980.
Note: Students will write at least six business letters for this course.		
A business letter has certain parts: Heading Inside Address Salutation Body Closing Signature		
A business message must be appropriate to its purpose and be both clear and effective.	In order to learn proper sequence and to practice taking notes, mix up information contained in a sample letter and dictate to students. Have students arrange properly and write letter.	Teacher resource: Say What You Mean, Flesch, (Harper & Row), 1972. (Carthew)
Inquiry letters are messages that ask for information in reply.	Have students write a letter of inquiry asking - i.e., for information about courses at a school; for price quotations; for availability of items.	Teacher resource: On Writing Well, Zinsser, (Harper & Row), 1976.
A good announcement depends upon clarity and completeness. Consider one most effective way to organize all necessary material.	Have students write an announcement considering who, what, when and where. Use courteous and friendly tone.	

Course: English Grade: 11 Level: B.E. Unit: Writing Page 2

Content/Concepts	Suggested Activities	Suggested Resources
Orders are simply requests of one business organization for the goods or services of another business organization.	Have students fill in a preprinted order blank correctly. Write a letter to order specific items being sure to include all necessary information.	
Simple requests may require only a sentence or two. State your request and close with a courteous word.	Have students write a letter requesting a reservation for a hotel or an airline reservation. (Optional) - role play making phone calls for similar requests.	
The main ingredient in dealing intelligently with claims and adjustments is a positive tone.	Have students write a letter making a claim for an adjustment. Approach the letter confidently, positively and courteously. Write a letter granting an adjustment. Subjects could include partial orders, damaged goods, back orders. (Optional) - role play making claims and adjustments.	
There are three main types of sales promotions: (1) radio and TV; (2) written sales messages; (3) in person.		
A written sales message can convey enthusiasm, logic and courtesy to many people while still conveying a personal touch.	Have students write an effective sales message which (1) captures the reader's attention; (2) arouses his interest; (3) creates a desire; (4) causes him to take favorable action.	

Course: English   **Grade:** 11   Level: B.E.   Unit: Writing   Page 3

Content/Concepts	Suggested Activities	Suggested Resources
	Create an effective TV simulation selling a product. Try selling the same product to another member of the class. Which was more effective? Why?	
Job Application - The job application letter makes use of the student's written communication skills and is the first step toward informing employers of his/her talents.	Have students write two letters of application: (1) in response to an advertisement (2) an unsolicited application in the hopes of an opening.	
The personal data sheet provides the prospective employer with detailed information about the person, his/her experience, abilities and accomplishments.	Have students fill in a form data sheet. Write out a personal data sheet. Role play job interviews with students playing both the employer and the prospective employee.	

NOTE: See the unit entitled "Literature" for other writing topics

Department: English
Grade: 11
Course: English Level: B.E. Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with vocabulary growth and enrichment of their vocabulary. The ultimate goal is for the students to be able to use the words selected in their daily oral and written communication.

Suggested Instructional Time:

4-6 weeks - 1 period/week or 1 period/2 weeks. Instruction should be spread over the entire school year.

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).
7. spell correctly words from a given list.

Suggested Evaluation:

Twelve vocabulary lessons/test on each lesson.
One midterm vocabulary test; one final vocabulary test.
Nine spelling tests; one final spelling test of selected 100 words.

Course: English Grade: 11 Level: B.E. Unit: Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students complete activities for each unit on a weekly or a biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	Word Wealth, Miller, (Holt, Rinehart & Winston), 1978. Part 1, Unit 1-10 Part 2, Unit 1-2
	Have students write sentences using the words correctly.	
Correct spelling is a necessity in all business procedures.	Using list provided by teacher, students will take test on 50 assigned words biweekly. Each misspelled word should be rewritten ten times each.	Teacher handout (Carthew)
	Additional vocabulary and spelling exercises may be added from workbook as time allows.	Effective English Workbook

Department: English
Grade: 11
Course: English Level: Business Unit: Speech (Optional)

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Our students should gain self-confidence in their speaking abilities by giving speeches.

Suggested Instructional Time:

2-3 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English Grade: 11 Level: B.E. Unit: Speech (Optional) Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Have students give various types of speeches as time permits.	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966, pp. x-xiii. Speech for Today, Hibbs and others, (McGraw-Hill), 1965, Chapters 6-9.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.		Ease In Speech, Painter, (D.C. Heath), 1962. Speech for Today, Chapters 10, 11 38 Basic Speech Experiences, pp. xvi-xviii. Teacher resource: The Art of Speaking Made Simple, Gondin & Mammen, (Doubleday & Co.), 1981. Ease In Speech 808.5 Effective Communication: A Tape Guide to Improved Awareness and Self-Expression TR-808.91 Basic Speech TR-808.5 Introduction to Discussion TR-808.91 Persuasion and Argument

12th grade BE

Department: English
Grade: 12
Course: English Level: Business Education

Developed by
Amy Mutis
John Porambo

Course Description:

This course offers a study of British literature from Beowulf to the modern day. (Some authors studied are from British Commonwealths.) Vocabulary is studied on a weekly basis throughout the year. The course stresses usage, basic writing skills, and written business communications.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Department: English
Grade: 12
Course: English Level: Business Education Unit: Literature

Overview of Unit:

Parkland basis its Business literature program upon the principle that literature is a necessary area of study. Through literature the teacher exposes the students to all aspects of life, helping them to gain insight into dealing with life and its problems, as well as teaching them to appreciate the aesthetic beauties and moral values in life.

Suggested Instructional Time:

9 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grades.
2. identify and define the term unity.
3. read a minimum of five short stories in England in Literature.

Novel

1. identify and define the genre of the novel in terms of its type of elements.
2. read a minimum of two of the following novels: Canterbury Tales, Cry, the Beloved Country, Brave New World, The Secret Sharer, The Return of the Native, Lord of the Flies, Of Human Bondage, The Stranger, All Quiet on the Western Front, Best Short Stories of the Modern Age, Flowers for Algernon, The Late Great Me, On the Beach.

Poetry (optional)

1. identify and define the genre of poetry and its pertinent subcategories from previous grade levels.
2. read a minimum of 5 poems in England in Literature.

Department: English
Grade: 12
Course: English Level: Business Education Unit: Literature

Drama

1. recognize the genre of drama and pertinent subcategories from previous grades.
2. recognize that drama embodies elements such as the conditions that give rise to a theater in a culture, historical influences, role of a theater in a society, and dramatic forms.
3. differentiate between tragedy and other types of plays.
4. read a minimum of one of the following plays: Hamlet, MacBeth, Antigone.

Suggested Evlauation:

Course: English Grade: 12 Level: B.E. Unit: Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of five short stories must be read from the following textbook:		England in Literature, Pooley, (Scott, Foresman), 1963
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, setting. Understanding the elements of a short story enables one to develop an example of this genre. (intergroup)	Review the definition and elements of the short story. Have students read five short stories by different authors and discuss theme and style.	

Course: English Grade: 12 Level: B.E. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
Unity is the concept that a literary work shall have in it--some organizing principal to which all its parts are related so that, viewed in light of that principal, the work is an organic whole.	Discuss the elements of each short story: plot, theme, tone, point of view, characters, setting. Relate elements to one another to identify the whole short story.	A Handbook to Literature, Thrall & Hubbard, (Odyssey Press), 1960.
Novel - A minimum of two of the following novels must be read:		Canterbury Tales, Chaucer, (Hertzberg New Method) Cry the Beloved Country, Paton, (Hertzberg New Method) Brave New World, Huxley, (Hertzberg New Method) "The Secret Sharer," Conrad, Four English Novels, Priestly (Harcourt Brace) "The Return of the Native," Hardy, Four English Novels, Priestly (Harcourt Brace) Lord of the Flies, Golding (Hertzberg New Methods) Of Human Bondage, Magham (Vintage The Stranger, Camus (Vintage) All Quiet on the Western Front, Remargue (Fawcett-Crest Books) The Late Great Me, Scoppettone, (Bantam Book) On the Beach, Shute, (Ballentine Books) Flowers of Algernon, Keyes, (Harcourt Brace)

Content/Concepts	Suggested Activities	Suggested Resources
A novel is any extended fictional prose narrative. (intergroup)	Review and discuss the elements of a novel.	
	Film	MP-3-0975 The Novel - What It Is, What It's About, What It Does (I.U.)
	Give an overview of the development of the English novel and review the various types of novels.	
	Slide Set	SSS-428.4 The Novel in Literature, 2 pts.
	Have students read Cry, The Beloved Country and: --reenact the court trial.	Cry, The Beloved Country Library bibliography - Paton
	Have students read Brave New World and: --examine the novel as a vehicle for social comment. --examine the concept of utopian novels and philosophy. --list areas which if eliminated would make our world better (disease, war, pollution, poverty, etc.). Solicit comment as to whether elimination of these would give us utopia.	Brave New World
	Identify the parameters, vocabulary, and historical requisites of society in the novel.	

Content/Concepts	Suggested Activities	Suggested Resources
	Explore and identify the warnings Huxley expresses and the possibilities for present society evolving into it. --explore the motto of the novel and distinguish the sources of "Community, identity and stability" in the novel and our society. --list the diversity by which an individual in our society gains community identity and stability (family, school, religion, etc.). --recognize diversity in choice and choice enables freedom.	
	Filmstrips/Cassettes	CA/FS-823.912 Brave New World FS-823.09 Future Imperfect: The Utopian Novel - Brave New World CA-823.912 Brave New World
	Videotape	VT-Hux Brave New World, 3 pts.
	Have students read The Secret Sharer and: --discuss the establishment of a micro cism. --discuss psychoanalysis.	Library bibliography - Huxley The Secret Sharer
	Videotape	VT-CON The Secret Sharer
	Have students read Return of the Native.	Return of the Native
	Have students read Lord of the Flies and: --examine the novel as symbollic allegory.	Lord of the Flies

Content/Concepts	Suggested Activities	Suggested Resources
	--investigate Golding's view of civilization as the mechanism evolved to keep man's innately evil nature in check: ..examine the nature of man ..define good and evil ..construct list of sources by which individuals gain a moral perspective.	
	--define and identify examples of image, symbol, and allegory. ..select five different images from a teacher prepared list and complete a five column worksheet tracing them through literal, associations, universal, symbol and potential allegory.	Teacher resource: A Handbook to Literature, Thrall, Hubbard, (Odyssey Press), 1960.
	--identify the political, psychological, religious and psyche allegories. --conduct a war between students. --draw a map of the island. --write and defend a basic theme: Example topics: the Nature of Leadership, Man's Intrinsic Nature	
	Filmstrips/Cassettes	CA/FS-823.914 Lord of the Flies CA-823.914 Lord of the Flies
	Film	Lord of the Flies, rental, Institutional Cinema
	Have students read Canterbury Tales and: --read individual tales in groups and --be responsible for a plot summary and character sketch and --give an oral report to class --write a criticism	

Course: English Grade: 12 Level: B.E. Unit: Literature Page 6

Content/Concepts	Suggested Activities	Suggested Resources
	Filmstrips	FS-821.09 Chaucer RC/FS-821 From the Prologue to the Canterbury Tales by Geoffrey Chaucer RC/FS-821.09 The Time, The Life, The Works of Geoffrey Chaucer RC/FS-821.09 Geoffrey Chaucer: Poet and Pilgrim RC/FS-821.09 Chaucer's Canterbury Pilgrims
	Film	MP-3-0244 Chaucer's England (I.U.) Library bibliography - The Canterbury Tales
	Have students read Of Human Bondage	
	Cassette	CA-170 Deciding Right From Wrong: The Dilemina of Morality Today, Maughn Other library bibliographies: Joyce Camus
Poetry (optional)		
Form, types, theme, and mood are elements of poetry.	Present definitions of types of poetry: Lyric - lyric, ode, pastoral, elegy Epic - ballad, epic Dramatic - monologue, soliloquy	

Content/Concepts	Suggested Activities	Suggested Resources
	Cover examples of poems corresponding with chronological periods in British Literature.	
	Filmstrip	RC/FS-808.1 Poetry: Commitment and Alienation, 2 pts.
	Records/Cassette	RC-811.08 Twentieth Century Poetry in English CA-821.09 Interviews with Great Poets of the Romantic Era: Keats, Wordsworth Byron, 3 pts.
		Library bibliographies - Keats, Byron, Shelley, Coleridge
Drama - A minimum of one of the following plays must be read:		"Hamlet", Shakespeare, Five World Plays, Higgins (Harcourt Brace) "MacBeth", Shakespeare, Adventures in English Literature "Antigone", Sophocles, Five World Plays
Drama is a literary art form that recreates human life and emotions. The medium is dialogue and action within a frame of sequential events. (intergroup)	Discuss the elements of drama from Greco-Roman time to 20th century incorporating the political religious and social conditions which affected the writers. Point out how writers influenced their era. Also draw parallels between the evolution of Greek and Shakespearean theater. Relate information to studies in students world history classes.	

Content/Concepts	Suggested Activities	Suggested Resources
	The use of maps and charts from history books helps to better acquaint students with geographical limitations.	Living World History, Wallbank, Schrier, (Scott Foresman), 1974.
	Record	RC Burton's Hamlet
Tragedy is a distinct form of drama.	Discuss overview of Aristotle's Poetics .	
	Explain: pathos, empathy, carthars is.	
	Review background on Elizabethan period.	
	Have students complete detailed reading of play.	
	Record	RC Burton's Hamlet
The history and theater of Elizabethan times must be understood in order to appreciate Shakespearean dramas. (intergroup)	Discuss tragedy	
	Review terms plot, character, theme	
	Filmstrips	RC/FS-822.3 The Time, The Life, The Works of William Shakespeare RC/FS-942.05 The Elizabethian Period FS-822.3 William Shakespeare
	Slide Set	SSS-809 The Tragic Flaw, 2 pts. SSS-822.33 Shakespeare is Alive and Well in the Modern World
	Films	MP-3-3846 Shakespeare - Soul of An Age, pt. 1 (I.U.) MP-3-1249 Shakespeare - Soul of An Age, pt. 2 (I.U.) MP- Shakespeare of Stratford and London (I.U.)

Content/Concepts	Suggested Activities	Suggested Resources
		MP - *Shakespeare - A Mirror to Man* (I.U.)
	Tapes/Records	TA-822.3 *Understanding Shakespeare* RC-914.2 *Elizabethan Everyday Life*
	Have students read Hamlet and: --read one act aloud.	Hamlet
	Filmstrips	FS-822.3 *Hamlet* FS-822.3Y *Hamlet*
	Record	RC-822.3 *Hamlet*
	Film	MP- *What Happens In Hamlet* (I.U.)
		Library bibliography - *Hamlet*
	Have students read *MacBeth* and: --examine play as representative of tragedy. --discuss: ..fate and freewill ..ambition ..conscience --define imagery/figurative language ..soliloquy ..paradox ..ironic ..dramatic irony ..aside	"MacBeth", *Adventures in English Literature*

Content/Concepts	Suggested Activities	Suggested Resources
	--Trace particular recurring images throughout play and note changes in: ..clothing ..seeds and planting ..fertility and sterility ..children babies ..light and darkness ..blood--sleep--water --discuss theme, interpretation of play and MacBeth's character. --assign theme writings on various aspects of play.	
	Filmstrip	FS-822.3 MacBeth
	Record	RC-822.3 MacBeth
	Films	MP-3-1070 MacBeth: The Politics of Power (I.U.) MP-3-1368 MacBeth: The Themes of MacBeth (I.U.) MP-3-1233 The Secretist Man (I.U.) Library bibliography - Macbeth
	Have students read Antigone	
	Filmstrips	FS-882.08 Antigone and the Greek Theater
	Records	RC-882.08 Antigone: Theme and Theater RC-882.08 Antigone by Sophocles RC-842 Antigone Library bibliography - Sophocles/Antigone

Course: English Grade: 12 Level: B.E. Unit: Literature Page 11

Content/Concepts	Suggested Activities	Suggested Resources
Drama has many facets. Elements, types, form, and history are facets which should be understood.	Discuss the various elements of drama and how poetry, song and other lyrical devices are incorporated in literature.	
	Distinguish reading drama from other literary forms.	
	Filmstrip	RC/FS Drama of the Twentieth Century, 5 pts.
	Other audiovisual materials for use in this unit:	
	Filmstrips	RC/FS-820.9 An Audiovisual History of English Literature, 8 pts. RC/FS-808 Imagery and Symbolism RC/FS-808.1 Poetry: Commitment and Alienation, 2 pts.
	Records	RC-808.81 Poet's Gold RC-811.5 Rootabagg Stones, 2 pts. RC/FS-820.9 Modern British Literature, 2 pts. RC/FS-820.9 Music and English Literature, 5 pts. FS 820.8 The Victorian Age, 2 pts. RC-820.8 English Literature Collection - America Listens to Literature

Department: English
Grade: 12
Course: English Level: Business Education Unit: Grammar & Punctuation

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Overview of Unit:

Because of the necessity for proficiency of proper grammar and punctuation in the business world, the Business English students are drilled extensively in these areas. The scope and sequence allows for much development and review of the basic elements.

Suggested Instructional Time:

14 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *)
2. identify and define (I):
    a. sequence of tenses with participal phrases.
    b. the split infinitive.
    c. sequence of tenses.
3. recognize and use in writing (D):
    a. voice properties of verbs - active and passive voice.
4. identify (I):
    a. the comma with omitted words.
5. use in writing (D):
    a. brackets with parenthetic material within parenthetic material.
    b. emphasis with italics.
    c. ellipsis.

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English Grade: 12 Level: B.E. Unit: Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
A knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Review grammar and usage in conjunction with writing.	Punctuation: A Programmed Approach, 2nd edition, Perkins, (South-Western Pub. Co.), 1982. Warriner's English Grammar and Composition: Third Course, Warriner, Whitten, Griffith, (Harcourt, Brace, Jovanovich), 1977.
Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade level.	Emphasize: --sequence of tenses with participal phrases --split infinitives --sequences of tenses --the comma used with omitted words --active and passive voice --brackets with parenthetic material within parenthetic material --use of italics and ellipses --subject-verb agreement --pronoun usage and reference --common usage errors --punctuation --capitalization	Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith (Harcourt, Brace, Jovanovich), 1977. Grammar and Punctuation Bibliographies available from libraries of High School Springhouse Troxell Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith (Harcourt, Brace, Jovanovich), 1977. Teacher prepared packet available from Curriculum Services

Department: English
Grade: 12
Course: English Level: Business Education Unit: Writing

Overview of Unit:

The writing program in Business English concentrates on basic principles and includes the writing of various types of sentences, paragraphs, compositions, and letters. Emphasis is placed on correct spelling, punctuation, grammar and usage. The ultimate goal is to help the student become proficient in the necessary skills of communication needed within the business world.

Suggested Instructional Time:

8-10 weeks - Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. employ the following aspects of style: diction, varied sentence types, effective parallel and standard sentences, unity, coherence, and avoiding monotony.
2. write at least eight business letters which deal with aspects such as inquiries, announcements, orders, requests, adjustments, sales, and job applications.
3. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English Grade: 12 Level: B.E. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
Letters are a type of communication in the business world.	Have students complete workbook activities. Can be used one day/week. Activities may include: --basic letter format --positive letters --neutral letters --negative letters --cover letters --form letters --resumes	Basic Letter and Memo Writing, Van Huss, (South-Western), 1981.
Style - A mode of expressing characteristic of an individual.	Incorporate within composing business letters.	
Diction - Diction is selecting the appropriate work or phrase for the proper writing situation. Stress avoiding slang.		
Sentences vary according to structure.	Letters should consist of correct usage of grammatical elements presented in class.	
Two types of effective sentences are parallel and standard.		
1. effective - An effective sentence is a sentence producing a desired result.		
a. A parallel sentence expresses parallel ideas in the same grammatical form.		

Content/Concepts	Suggested Activities	Suggested Resources
b. A standard sentence is a sentence which follows the conventional sentence pattern of subject-verb.		
Unity, coherence and point of view are elements of style.		
Avoiding monotony may be done by varying sentence beginnings and by using appositives.		808.042 The Complete Stylist, Baker (Crowell), 1966. 808 The Elements of Style, Strunkand, White, (MacMillan), 1979.
1. An appositive is a noun or pronoun--often with modifiers--set beside another noun or pronoun to explain or identify it.		
Modifiers may be used to give variety in sentence style.		
1. A sentence may begin with a single-word modifier--an adverb, an adjective, or a participle.		
2. A sentence may begin with a phrase--a prepositional phrase, a participial phrase, an appositive phrase, or an infinitive phrase.		
3. A sentence may begin with a subordinate clause.		

Content/Concepts	Suggested Activities	Suggested Resources
Usage		
Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident in student writings.	Review major components of usage; establish accepted criteria for student writings.	*Warriner's* Student writings
Usage problems occur in a student's writing.		

Note: See the unit entitled "Literature" for other writing topics.

Department: English
Grade: 12
Course: English   Le-el: Business Education   Unit: Vocabulary

Overview of Unit:

The purpose of the vocabulary unit is to provide students with growth and enrichment of their vocabulary. The ultimate goal is for the students to be able to use the words selected in their daily oral and written communication and for the students to establish a wide reading vocabulary.

Suggested Instructional Time:

4-6 weeks - 1 period/week or 1 period/2 weeks. Instruction should be spread over the entire school year.

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose synonyms and antonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).
7. spell correctly words from a given list.

Suggested Evaluation:

Sixteen vocabulary lessons; test on each lesson.
One midterm vocabulary test; one final vocabulary test.
Sixteen spelling tests; midterm, and final.

Course: English Grade: 12 Level: B.E. Unit: Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students complete activities on a weekly basis. Activities may be assigned as homework or in-class work depending on the time commitment. Spelling tests may be given on days vocabulary is covered; the following week give a test on that vocabulary unit.	Word Wealth, Miller, (Holt, Rinehart & Winston), 1978. Part Two, Unit 4-10 Part Three, Unit 1-10

Department: English
Grade: 12
Course: English Level: Business Education Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable personal asset. The speech program of our district is designed to help students formulate their thoughts and feelings and express them effectively and understandably. Our students should gain self-confidence in their speaking abilities by giving speeches.

Suggested Instructional Time:

1-2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English Grade: 12 Level: B.E. Unit: Speech (optional) Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Have students give an organized oral report on Chaucer's Canterbury Tales in front of class.	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966, pp. x-xiii. Speech For Today, Hibbs & others, (McGraw-Hill), 1965, Chapter 6-9 Ease In Speech, Painter, (D.C. Heath) 1962.
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure and audience reaction.		Speech for Today, Chapters 10, 11 38 Basic Speech Experiences, pp. wvi-xviii. Teacher resource: The Art of Speaking Made Simple, Gondin & Mammen (Doubleday & Co.) 1981.

10th grade Gen/VT

Developed by:
Brenda George
Randy Claroni
Mark Schaffer
Pat Rader

Department: English
Grade: 10
Course: English
Level: General/Vo-Tech

Course Description:

All language arts areas are geared to the special interests of the students. The skills learned are designed to be functional and to benefit the student when he/she follows his/her special interests after graduation. Reading for comprehension is emphasized. Vocabulary skills are integrated in the reading unit. Letter writing and basic paragraph organization are emphasized. Linking verbs, conjunctions, and punctuation of the grammar continuum are completed.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Level - General/Vocational-Technical

The General and Vocational/Technical curriculum is suggested for most students who are considering a career immediately following high school. The content of this curriculum is intended to be practical and provide the basic skills necessary to contribute to our society. The following comments may be useful for a teacher of these classes.

Included in this grouping are special education students who are "mainstreamed" and students who receive straight "A's" in class. Between these groups are the majority of the students. Because of this wide range of talent it is important that the teacher allow for much individual work. This allows the slowest student and the most advanced student to work at his/her own pace. Workbooks and the distribution of worksheets are recommended. This allows for individual freedom in the amount of work covered. A teacher can set a minimum of work to be covered for passing a subject and work upward to a maximum amount of work for an "A" in a subject or area. A minimum amount of work should be covered each day in order to establish a goal. This work should then be reviewed and checked so remediation in certain areas can occur. Accuracy and comprehension, not the amount of work covered, should be emphasized. It is important that the teacher have material(s) or activities available for students who completed their work ahead of the other students. These activities could run the gamut from something simple like writing a summary after reading a short story to making a scale model of the Globe Theater. Newspapers, magazines, and even a library project could be used to motivate and stimulate interest. Contrary to popular thought, most of these students do want to learn and will learn under proper guidance.

It is also important that the period have a variety of activities included. A typical period could have a brief review at the beginning, a short writing period, a short discussion and a continuation of previous projects. Variety and flexibility should be included in daily activities.

Of prime importance is the establishment of self-worth. For this to be accomplished, the teacher cannot "look down" or "teach down" to these students. Once it is established that the teacher is there to help and not downgrade, a healthy rapport is present and learning can take place.

"Adversary" relationships can be avoided. Discipline must be administered with consistency. What is good or bad for one student must be good or bad for another student. Discipline can also be maintained through the establishment of good teaching habits. These students realize when they have done something wrong and they expect to be disciplined.

Variety in daily lesson plans, consistency in the administration of discipline, the establishment of the "worth" of each student, and much understanding and flexibility on the part of the teacher can make the teaching of these students very enjoyable and rewarding.

Students in the general/vo-tech programs may also benefit by:

1. having more teacher-prepared outlines and worksheets rather than dictation of notes and information.
2. utilizing a more basic vocabulary in class discussions rather than stressing terminology.
3. periodic oral reading in class of appropriate reading level materials since these students may encounter some reading comprehension problems.
4. using more visual instructional techniques such as blackboard illustrations, filmstrips, films, etc.
5. class activities such as small-group work, simulations, student laboratories, map skills, map work, and other types of hands-on activities and projects. These activities may be used with these groups; however, caution should be exercised in maintaining classroom discipline and discretion used in numbers/group and the mix of personalities.
6. making topics relevant through use of current events and resources and through references to the students' personal experiences.
7. specific, short-directed reading and homework assignments.
8. evaluation of achievement through objective questions and less detailed/demanding subjective type questions.
9. shorter and more frequent testing.
10. more emphasis on "how to find" information rather than memorizing and "knowing" information.
11. drill and repetition, extensive use of examples and transparencies for grammar and punctuation.
12. some in class reading and writing to be sure assignments are completed.
13. more practical writing (i.e., letters) rather than all formal, academic writing.
14. more personal ("I"-oriented) writing assignments.
15. emphasizing derivatives as well as prefixes and suffixes for vocabulary.
16. more oral assignments.

Department: English
Grade: 10
Course: English Level: Gen./Vo-Tech Unit: Literature

Overview of Unit:

The literature program is intended to expose the students to characters, life situations, environments, values, and our heritage. Instructors encourage the students to mature as they question their relationship to the complexity inherent in each grade's prose and drama.

Suggested Instructional Time:

10 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. define literary terms and elements (see scope and sequence).
2. read a short story and identify the literary elements within it.
3. read a minimum of 10 short stories from available anthologies.

Novel

1. define literary terms and elements (see scope and sequence).
2. read a novel and identify the literary elements within it.
3. read a minimum of 2 of the following novels: A Separate Peace, The Pearl, Hiroshima, Ordinary People.

Biography - Autobiography

1. identify the characteristics of a biography.
2. recognize the difference between biography and autobiography.

Department: English
Grade: 10
Course: English Level: Gen./Vo-Tech Unit: Literature

Drama

1. define dramatic terms and elements (see scope and sequence).
2. recognize the dramatic elements within a play.
3. distinguish differences between a novel and a play.
4. read one of the following plays: A Raisin in the Sun and/or selected radio and TV plays.

Suggested Evaluation:

Literary analysis compositions could also be included.

Course: English Grade: 10 Level: Gen./V.T. Unit: Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of ten short stories must be read. Stories can be taken from a variety of texts.		
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting.	Have students read and discuss stories. Lecture on the elements of a short story.	Literature - Blue Level, (McDougal, Littel, & Co.), 1984. (Anthology) Adventures in Appreciation, (Harcourt, Brace, Jovanovich), 1973. (Anthology) Live Styles (Globe Book Co.), 1972 Perspectives, (Scott, Foresman & Co.), 1963.
	Record/Filmstrips	RC/Fs-808.3 How To Read and Understand A Short Story RC/FS-808.3 Forms of Literature: The Short Story
Conflict is the clash of two forces in a piece of literature.	Have students identify the protagonist and antagonist in a short story.	Anthologies previously mentioned

Course: English Grade: 10 Level: Gen./V.T. Unit: Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
	Have students identify all conflicts in a short story: man vs. man, man vs. environment and man vs. himself.	
Theme is the main idea of a short story: a new perspective on life.	Have students identify the theme of a short story.	Anthologies previously mentioned
	Have students write a composition on the theme of a short story.	"Land", Adventures in Appreciation
Unity is the concept that a literary work shall have in it some organizing principle to which all its parts are related so that, viewed in light of that principle, the work is an organic whole.	Have students read and discuss the unifying elements in a short story.	"Leader of the People", Adventures in Appreciation
	Have students record these terms and interpretations in a notebook that may be collected and graded.	Other previously mentioned anthologies
A short story may be written from any one of four points of view and these points of view can be identified in a short story.	Have students compare the points of views of various short stories.	Previously mentioned anthologies
	Have students write a short story from a specific point of view.	
Symbols have a particular affect upon the work as a whole.	Have students work in small groups to identify symbols and their meanings.	Previously mentioned anthologies
	Lecture on common literary symbols and their meanings.	
Novel - A minimum of two of the following novels must be read.		A Separate Peace, Knowled (Bantam) The Pearl, Steinbeck Hiroshima, Hersey, (Bantam) Ordinary People, Gvest (Ballantine)
A novel is any extended fictional prose narrative. (intergroup)	Have students outline the novel and record all information in a notebook.	

Course: English Grade: 10 Level: Gen./V.T. Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Conflict is the clash of two forces in any literary piece.	Have students distinguish, in any given novel, the types of conflict present: man vs. man, man vs. environment, or man vs. himself. Have students complete worksheets which also include vocabulary words.	Any novels listed on previous page
A novel contains fully developed characters, each having virtues and shortcomings.	Students should do character analyses of the main characters in a novel. Class discussion on character believability in any given novel.	Any novels listed on previous page
The resolution in a novel is the final decision, move, or action which forms part of the climax and bears out the author's theme in terms of victory or tragedy.	Class discussion on how the author moves from plot to resolution. Have students formulate their own ending to any given novel.	Any novels listed on previous page
Optional:		
The style of a novel is the manner in which a novelist writes. It is the author's trademark of originality and creativity.	Identify examples in the novel of the author's style. Compare two novelists, identifying differences in vocabulary, sentence structure, diction, etc. Discuss with students certain novelists and the themes of their works.	Any novels listed on previous page

Content/Concepts	Suggested Activities	Suggested Resources
Biology - Autobiography		
A biography is the accurate presentation of a life history of an individual, this presentation being secured through an honest effort to interpret the facts of a life in such a way as to offer a unified impression of the character, mind, and personality of the subject.	Have students read and discuss a biography pointing out the application of the definition of biography. Have students interview a classmate and then write a short biography of that person.	"A Child's Christmas in Whales", Adventures in Appreciation Selected autobiographies and bibliographies from the library
An autobiography is a narrative of the author's life, written by himself/herself, with some stress upon introspection.	Have students read and discuss an autobiography, pointing out the application of the definition of autobiography.	"Early Days; The Autobiography of Mark Twain", Advenutures in Appreciation
Drama - A minimum of one play must be	read.	A Raisin In The Sun, Hansberry (Signet), or selected radio or TV plays.
Drama is a literary art form that recreates human life and emotions. Drama has both written form (a script) and a living form (the stage presentation).	Assign parts in play to students and have them read aloud in class. Discuss each character.	
There are many types of plays--one being tragedy.	Have students read and discuss a tragic play.	Any tragic play in the previously mentioned anthologies.

Content/Concepts	Suggested Activities	Suggested Resources
Tragedy is a type of play which ends in the downfall of the protagonist, who has a tragic flaw.	Have students identify and discuss the tragic flaw of the protagonist in any given play.	Previously mentioned anthologies
Optional:		
A comedy is a type of play which may contain some humor and has a happy ending.	Have students identify humorous lives in any given play.	Anthologies
Dramatic structure of conventional tragedy consists of the following components:	In a given play, have students identify and discuss the play according to the structure of the play.	Anthologies
Introduction creates the setting, the tone, and introduces the characters.	Have students identify the tone, the setting, and the characters.	Anthologies
Complication is the building of tension caused by the conflict of opposing interests.	Have students identify the conflict.	Anthologies
Climax is the peak of action and emotional intensity. It is also referred to as the turning point.	Have students identify the moment of climax.	Anthologies
Falling action stresses action from the forces opposing the protagonist.		

Content/Concepts	Suggested Activities	Suggested Resources
Optional:		
Catastrophe is the moment that satisfies the audience in its logical conformity to the order of events.	Class discussion of the satisfactory ending (has everything been resolved, etc.?)	Anthologies
Dramatic conventions are techniques that substitute for reality. These techniques give the audience information they could not glean from a straight-forward presentation of action.	Have the students cite examples of foreshadowing, dramatic irony, flashback, anachronism, and pun.	Anthologies
Foreshadow - an idea or act which indicates an action which will happen later in the play.		
Anachronism - the false assignment of an event, a person, a scene, language--in fact anything--to a time when that event or thing or person was not in existence.		
Dramatic irony - occurs when a character's words or acts carry a larger meaning he does not perceive, but the audience does perceive.		
Flashback - advice which presents scenes or incidents that occured prior to the opening scene of the work.	Give examples	

Content/Concepts	Suggested Activities	Suggested Resources
Pun - play on words based upon the similarity of sound between two words which convey different meanings.		
Characterization is the development of a character's virtues and shortcomings.	Have students do character analyses of main characters in any given play.	Previously listed anthologies
A tragic hero is a common man who is torn between forces and inevitably becomes a victim.	Have students identify the tragic hero of any given play and explain why he/she is classified as such.	Anthologies
A protagonist	Have students identify the protagonist of any given play and explain the conflict present.	Anthologies
An antagonist	Have students identify the antagonist of any given play and explain the conflict present.	Anthologies
The form of the written script is different from other genre of literature.		
A play is another name given to a piece of drama.	Discuss the term with the students.	Anthologies
	Filmstrip	RC/FS-809.2 How to Read and Understand Drama, 2 parts
An act is a major division of a play.	Examine the written script, pointing out where an act begins and ends and the purpose of a particular act.	Anthologies

Content/Concepts	Suggested Activities	Suggested Resources
A scene is a part of an act.	Examine the written script, identifying the scenes within an act and the purpose of a particular scene.	Previously listed anthologies
Scenes are divided into lines, which are thoughts, ideas, etc., of a character.	Have students: --take parts and read the lines of characters. --Examine how the lines are written in the script.	Anthologies
Dialogue is a conversation between two or more characters.	Have students: --take parts and read the lines with appropriate expression. --do an analysis of what is transacting between characters.	Anthologies
A one-act play is different than a three-act play in that less time is taken in a one-act play for character development, conflict development, plot development, etc.	Compare the characters, conflicts, and plots of a one-act play and a three-act play.	Any one-act play and three-act play contained in the anthologies
NOTE: The types and elements of drama mentioned at the end of the scope and sequence have previously been covered in this drama section of the literature unit.		Additional literature resources: Personal Values, Schafer & Bernd Scholastic, Inc.

Department: English
Grade: 10
Course: English Level: Gen./Vo-Tech Unit: Grammar and Punctuation

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Overview of Unit:

The intention of the grammar and punctuation program is to develop grammar and punctuation skills which have been introduced in earlier grades and to review as needed those areas still causing difficulty near the culmination of the program.

Suggested Instructional Time:

8 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R and *).
2. identify, define, recognize and use in writing (I-D):
   a. verbs,
   b. the comma for omitted remarks,
   c. enclose slang words and unusual standard English terms in quotation marks.

Suggested Evaluation:

Teacher prepared tests

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Composition evaluations on use of grammar and punctuation.

Course: English **Grade:** 10 **Level:** Gen./V **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Have students: --complete exercises in grammar book. --review all assigned exercises in class. --respond to questions individually to pinpoint areas of confusion and misunderstanding. --write sentences which contain particular grammar practices. --correct sentences with faulty grammar.	English on the Job, Carlin, Holder, Christ, (Globe Book Company), 1975. Vocabulary Through Pleasurable Reading, Book II, Lavine, (Amsco School Publications), 1976.
	Grammar lessons may be developed from the end of each unit in the vocabulary book.	
	Filmstrips	RC/FS-421 Punctuation Problems, 4 parts

Department: English
Grade: 10
Course: English Level: Gen./Vo-Tech Unit: Writing

Overview of Unit:

This section of the course exposes the student to various types of writing in which he/she develops his/her communication skills. The instructor encourages both content and mechanics in each writing.

Suggested Instructional Time: 6 weeks

Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run-on and does not contain misplaced or dangling modifiers.
2. identify the form of the outline and terms associated with it, including coherence.
3. organize a paragraph using a topic sentence, introduction, body and conclusion.
4. write an expository paragraph.
5. write a creative composition (optional).
6. write business and personal letters using the correct format.
7. show unity in a written assignment.
8. develop a style in his/her own writing.
9. employ library resources.
10. use in writing, the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Teacher evaluation of student's written assignments based on both content and mechanics.

Course: English Grade: k0 Level: Gen./V.T. Unit: Writing Page 1

Content/Concepts	Suggested Activities	Suggested Resources
An outline is written showing evidence of form and is necessary to write a paragraph.	Have students: --complete exercises in grammar book. --develop an outline on the chalkboard. --outline a chapter in the grammar book. --do a topic outline. --do a sentence outline.	Warriner's English Grammar and Composition (Fourth Course), (Harcourt, Brace, Jovanovich), 1977, chapter 14. (A book for C.P. level that can be used as reference here.)
	Transparencies	TR-808 Organizing Compositions
Development of a paragraph is done by examples, incidents, facts, reasons, comparisons, and contrasts.	Show students examples of the same paragraph developed in different ways and have them identify the method of development.	
	Have students develop paragraphs in the ways mentioned.	
	Filmstrips	FS-808 The Paragraph, 4 parts
	Transparencies	TR-808.02 Objects for Descriptive Writing TR- English on the Job Warriner's, Chapter 13
The order of paragraph can be chronological, spatial, importance, or general to particular.	Show students examples of paragraphs arranged in different ways and have them identify the order.	
	Have students write paragraph using different orders.	
In order for the reader to follow the writer's ideas, he/she must have unity in his/her paragraph.	Have students evaluate classmates' paragraphs for unity.	

Content/Concepts	Suggested Activities	Suggested Resources
There are various types of writing:		
Expository writing explains a process or shows a comparison or contrast.	Have students write expository paragraphs. Review examples of expository writing.	Warriner's, Chapter 15 English on the Job
A paragraph must be coherent in that the writer remains close to his intention.	Pinpoint trouble spots in paragraphs where the student deviates from his/her topic.	
There are two types of letters, business and personal, each having its own style and format.	Have students examine the difference between a personal and a business letter.	Warriner's, Chapter 17 English on the Job (Globe Book Co.), 1970, Sections 25, 26.
Optional:		
A creative composition allows the student to express himself/herself without regard to a particular format.	Have students write a creative composition.	Warriner's, Chapter 17 English on the Job, Sections 25, 26
	Record	RC-808 Creative Writing
Research skills are essential for success in school and in careers. (study skills)	Have students attend a prearranged library orientation with the librarian. See library curriculum guide for details of presentation.	School library and librarian

Course: English Grade: 10 Level: Gen./V.T. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
Sentence - A group of words expressing a complete thought beginning with a capital letter, and ending with a mark of punctuation.	Have students: --complete exercises in grammar book. --correct sentences in their's and other classmates' paragraphs.	Warriner's, Chapter 11
Fragments, run-on, misplaced modifiers, tense consistency, and parallelism should be understood in relation to the sentence.	Filmstrip	RC/FS-428 Conquering Composition: Sentence Problems, 2 parts
The outline should be written in parallel form and be coherent.	Refer to activities on page 1 of this unit.	
The Paragraph - A group of related sentences containing a topic sentence, transitions, the body, and a concluding sentence.	Review information in the grammar book. Provide examples of good paragraphs and discuss positive aspects.	Warriner's, Chapter 13
The paragraph should have unity and coherence.	Have students write examples of various types of sentences and paragraphs.	
A paragraph should be proofread.	Have students proofread their's and other classmates' paragraphs.	
NOTE: Students will write at least 4	paragraphs in this course.	See scope and sequence for required types
	Filmstrips and transparencies	TR-428 Writing Clear Sentences and Paragraphs TR-808.02 From Phrase to Paragraph: A Program for Composition

Course: English **Grade:** 10 **Level:** Gen./V.T. **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
The expository paragraph is a type of paragraph to be reviewed.	Have students also do longer forms of writing.	
	Have students do writing exercises in conjunction with reading of library books.	
NOTE: Students will write at least 4 letters for this course. See scope and sequence for required types		
Knowledge of letter writing is an essential life skill.		
There are two types of letters, business and personal, each having its own format.	Review the proper format of each type of letter.	*Warriner's*, Chapter 17
	Compare the differences between the two types of letters.	*English on the Job*, Sections 25, 26, 27, 28, 29, 36, 37
A personal letter contains a heading, salutation, body, closing, and signature.	Have students create proper headings, salutations, etc.	
A personal letter may be a thank you or an invitation.	Have students write a thank you or an invitation letter and have it mailed.	
A business letter contains its special heading, salutation, body, closing, and signature.	Have students create proper headings, salutations, etc.	
A business letter may state a request or a claim.	Have students write a claim letter and a request letter and have it mailed.	

Course: English Grade: 10 Level: Gen./V.T. Unit: Writing Page 5

Content/Concepts	Suggested Activities	Suggested Resources
Style - A mode of expressing language characteristic of an individual.	Review exercises in grammar book. Point out stylistic problems in the grading of compositions.	
	Filmstrip	FS-808 Fundamentals of Writing Series: Pt. 5 - A Brief Introduction to Style
Diction is selecting the appropriate word or phrase for the proper writing situation. Stress avoiding slang.	Review grammar book.	Warriner's, Chapter 26
Unity, coherence, and point of view are elements of style.	Evaluate students paragraph discussing their style.	
Avoiding monotony may be done by varying sentence beginnings.	Have students write sentences using various beginnings mentioned in book.	

NOTE: See the unit entitled "Literature" for other writing topics.

Department: English
Grade: 10
Course: English Level: Gen./Vo-Tech Unit: Vocabulary

Overview of Unit:

Vocabulary is selected for the enrichment of the student as well as to provide communication skills necessary for their desired career orientations. The aim is to move the words into the students' active daily-use vocabulary.

Suggested Instructional Time:

10 weeks - Instruction should be spread over the entire school year.

Intended Student Objectives:

The student will be able to:

1. pronounce and define words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words.

Suggested Evaluation:

Teacher-made tests.

Commercial tests which accompany vocabulary text.

Course: English **Grade:** 10 **Level:** Gen./V.T. **Unit:** Vocabulary Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students: --complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in class work. --write sentences using the words correctly. --write a story using the vocabulary words. --develop word puzzles using their vocabulary words.	Vocabulary Through Pleasurable Reading, Book II, Levine, (Amsco School Publications), 1976.

Department: English
Grade: 10
Course: English Level: Gen./Vo-Tech Unit: Speech

Overview of Unit:

The ability to speak well is a valuable personal asset. The various types of speeches from which the instructor chooses are valuable tools to promote good communication skills. Type and number are at the discretion of the individual teacher.

Suggested Instructional Time:

2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume, and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Speech evaluations

Course: English **Grade:** 10 **Level:** Gen./V.T. **Unit:** Speech

Content/Concepts	Suggested Activities	Suggested Resources
NOTE: Students are to present speeches in grades 8 and 10. Type and number are at the discretion of each teacher.		
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Review elements of content and delivery of of a speech.	English on the Job
	Have students give informative, demonstration, sales, or persuasive speeches.	
The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure, and audience reaction.	Have teacher and students evaluate speeches using a form, and discuss evaluation.	
	Outlines should be required.	
	Records	RC-808.5 Speeches for Every Occasion RC-808.5 Speech in Action
	Transparencies	TR-808.51 Basic Speech TR-808.51 Persuasion and Argument

11th grade Gen/VT

Developed by
Scott Bowers
Frank Distasio
John Miksits
John Porambo

Department: English
Grade: 11
Course: English   Level: General/Vo-Tech

Course Description:

The teaching of English on this level must be as personalized as possible because of the varied interest levels of the students and the wide range of their abilities. Because of these varied levels, reading for enjoyment should be stressed. Also, all the language arts areas should attempt to create within the student an insight into human motives and reaction to situations, thereby achieving a more intelligent understanding of oneself and a more sympathetic attitude toward others.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

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Included in this grouping are special education students who are "mainstreamed" and students who receive straight "A's" in class. Between these groups are the majority of the students. Because of this wide range of talent it is important that the teacher allow for much individual work. This allows the slowest student and the most advanced student to work at his/her own pace. Workbooks and the distribution of worksheets are recommended. This allows for individual freedom in the amount of work covered. A teacher can set a minimum of work to be covered for passing a subject and work upward to a maximum amount of work for an "A" in a subject or area. A minimum amount of work should be covered each day in order to establish a goal. This work should then be reviewed and checked so remediation in certain areas can occur. Accuracy and comprehension, not the amount of work covered, should be emphasized. It is important that the teacher have material(s) or activities available for students who completed their work ahead of the other students. These activities could run the gamut from something simple like writing a summary after reading a short story to making a scale model of the Globe Theater. Newspapers, magazines, and even a library project could be used to motivate and stimulate interest. Contrary to popular thought, most of these students do want to learn and will learn under proper guidance.

It is also important that the period have a variety of activities included. A typical period could have a brief review at the beginning, a short writing period, a short discussion and a continuation of previous projects. Variety and flexibility should be included in daily activities.

Of prime importance is the establishment of self-worth. For this to be accomplished, the teacher cannot "look down" or "teach down" to these students. Once it is established that the teacher is there to help and not downgrade, a healthy rapport is present and learning can take place.

"Adversary" relationships can be avoided. Discipline must be administered with consistency. What is good or bad for one student must be good or bad for another student. Discipline can also be maintained through the establishment of good teaching habits. These students realize when they have done something wrong and they expect to be disciplined.

Variety in daily lesson plans, consistency in the administration of discipline, the establishment of the "worth" of each student, and much understanding and flexibility on the part of the teacher can make the teaching of these students very enjoyable and rewarding.

Students in the general/vo-tech programs may also benefit by:

1. having more teacher-prepared outlines and worksheets rather than dictation of notes and information.
2. utilizing a more basic vocabulary in class discussions rather than stressing terminology.
3. periodic oral reading in class of appropriate reading level materials since these students may encounter some reading comprehension problems.
4. using more visual instructional techniques such as blackboard illustrations, filmstrips, films, etc.
5. class activities such as small-group work, simulations, student laboratories, map skills, map work, and other types of hands-on activities and projects. These activities may be used with these groups; however, caution should be exercised in maintaining classroom discipline and discretion used in numbers/group and the mix of personalities.
6. making topics relevant through use of current events and resources and through references to the students' personal experiences.
7. specific, short-directed reading and homework assignments.
8. evaluation of achievement through objective questions and less detailed/demanding subjective type questions.
9. shorter and more frequent testing.
10. more emphasis on "how to find" information rather than memorizing and "knowing" information.
11. drill and repetition, extensive use of examples and transparencies for grammar and punctuation.
12. some in class reading and writing to be sure assignments are completed.
13. more practical writing (i.e., letters) rather than all formal, academic writing.
14. more personal ("I"-oriented) writing assignments.
15. emphasizing derivatives as well as prefixes and suffixes for vocabulary.
16. more oral assignments.

Department: English
Grade: 11
Course: English Level: Gen./V.T. Unit: Literature

Overview of Unit:

The literature selected shall be of a nature that it exemplifies various conditions of the technological, scientific and cultural aspects of today's society. It is intended to expose students to today's life situations so they have the opportunity to mature as they question their relationship to the complexity of each grade's literature.

Suggested Instructional Time:

15 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. recognize the genre of the short story and pertinent subcategories from previous grade levels.
2. identify the terms unity, point of view, symbolism, and mood.
3. identify exposition, climax, denouement, and theme.
4. read a short story and recognize the effect unity has on a short story.
5. recognize the effect of mood upon character and setting.
6. identify the effect symbols have upon the impact of a theme in a short story.
7. read a minimum of six short stories in Life Styles.

Novel

1. identify and define the genre of the novel in terms of its type of elements.
2. recognize the theme of a novel.
3. read a minimum of two of the following novels: Pigman, Of Mice and Men, To Kill A Mockingbird, Pigman's Legacy.

Department: English
Grade: 11
Course: English Level: Gen./V.T. Unit: Literature

Poetry (optional)

1. identify and define the genre of poetry and its pertinent subcategories from previous grades.
2. read a minimum of five poems from the New Pocket Anthology of American Verse.

Drama

1. recognize the genre of drama and pertinent subcategories from previous grades.
2. define the terms tragedy, dramatic structure, introduction, complication, climax/crisis, falling action, foreshadow, anachronism, dramatic irony, flashback, pun foil, tragic hero, protagonist, antagonist, play, act, scene, line and dialogue.
3. recognize that drama embodies elements such as the conditions that give rise to a theater in a culture, historical influences, the role of the theater in society, and dramatic forms.
4. read the following play: Death of a Salesman.

Suggested Evaluation:

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Literature Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources. (study skill)	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic text
Knowledge of certain terms aids in the understanding of English. (study skill)	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English. (Career Ed.)	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of six short stories must be read from the textbook:		Life Styles, Rockovitz, (Globe Book Co.), 1975.
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, setting.	Have students read stories representative of the period.	
Unity is the concept that a literary work shall have in it some organizing principle to which all its parts are related so that, viewed in light of that principle, the work is an organic whole.	Filmstrips	RC/FS-813.09 The Development of the American Short Story
Mood is the tone which prevails in a piece of literature.	Have students keep a notebook listing "mood" words from each story read.	

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Literature Page 2

Content/Concepts	Suggested Activities	Suggested Resources
Point of view is the perspective from which the elements of a literary work are seen and will be either omniscient, limited omniscient, first person, or objective.	Point this out to each class for each story, using concrete examples, i.e., direct quotes from stories.	
Mood will affect character and setting.	Discuss in class	
Symbols have a particular affect upon the work as a whole.	Discuss and list in notebook	
Novel - A minimum of two of the following must be read:		Pigman, Zindel, (Laurel Leaf Library). Of Mice and Men, Steinbeck, (Bantam Books). To Kill A Mocking Bird (J.P. Lippincott) The Pigman's Legacy, (Bantam Books).
A novel is an extended fictional prose narrative. (intergroup)	Filmstrips	FS-809.3 The Novel in Literature, 6 pts.
The theme of a novel is the point of view toward life or some aspect of it which determines how the author will resolve the conflicts and move his/her characters.	Review and discuss the terms associated with a novel.	
	Have students complete worksheets.	(J. Miksits)
	Present a diagram of novel planning.	
	Have students read To Kill A Mockingbird and: --discuss Crawford as foil of Maudie --discuss backgound of the author and background of the novel (setting and characters)	To Kill A Mockingbird

Content/Concepts	Suggested Activities	Suggested Resources
	--role play certain parts of novel --interpret the meaning of the title --list incidences showing characters maturing --discuss Atticus as foil of Bob Ewell --discuss the role of Tom Robinson and its impact	
	Cassette	CA-813.54 To Kill A Mockingbird
	Have students read Of Mice and Men and: --Role play the character of Lennie: --His speech --His walk --His mannerisms --Analyze the following characters: --Lennie --George --Candy --Crooks --Slim --Curley --Curley's wife --Discuss the theme of loneliness as it pertains to Candy, Crooks, George, Lennie, and Curley's wife. --Explain the impact of heredity and environment in the naturalistic theory and their influence on Candy, Crooks, Lennie, George, and Curley's wife. --Explain how having a "dream" sets Lennie and George apart from the other characters and how the "dream" is shattered by outside forces (naturalism).	Of Mice and Men

Content/Concepts	Suggested Activities	Suggested Resources
	--Explain what would have happened to Lennie if Curley would have to kill Lennie. --Explain why George had to kill Lennie. --Explain the symbols of a "Big" Aunt Clara and "Big" rabbits envisioned by Lennie at the end of the novel. --Discuss the realistic dialogue and dialect used. --Role play Lennie's and Curley's fight. --If class is mature, explain Freudian symbol of vaseline in Curley's glove. --Explain how novel comes complete 360° back to beginning and this relationship to life's and nature's cycle.	
	Learning activity packets	Of Mice and Men, available from Curriculum Services
	Filmstrips	CA/FS-813.52 Of Mice and Men RC/FS-813.9 John Steinbeck RC/FS-813.09 Steinbeck's America, 2 pts.
	Records and cassettes	CA-813.52 Of Mice and Men RC-813.09 Steinbeck's Losers: The Repression Novels of John Steinbeck
	Film	Of Mice and Men - consult librarian
	Have students read Pigman	Pigman

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Pigman's Legacy.	Pigman's Legacy
Poetry (optional)	Have students read five poems.	New Pocket Anthology of American Verse, Williams, (Pocket Library), 1955.
Drama - A minimum of one of the following plays must be read:		Death of A Salesman, Miller, (Hertzberg New Method)
Tragedy is drama that gives the audience an experience of catharsis. The protagonist, a person of nobility, must make a moral decision that in turn influences the outcome of the drama. The protagonist usually has a serious fault - the tragic flaw - that leads to his downfall and death. The terror and pity felt by the audience produce catharsis, a cleansing or purifying of emotion.	Have the students explain how the protagonist's tragic flaw contributes to his/her downfall and how this individual's downfall progresses. List potential flaw(s) on the chalkboard as they pertain to any individual. Have students copy in their notebooks. Filmstrip	Death of A Salesman CA/FS-812.09 Understanding American Drama CA/FS-808.2 Drama, 5 parts
Dramatic structure of conventional tragedy consists of these components:		
. Introduction provides exposition. It creates tone, defines setting, and introduces some characters. Introduction is the background information essential to understanding the play.	Cite specific lines from script	Death of A Salesman

Content/Concepts	Suggested Activities	Suggested Resources
. Complication is the rising action - the building of tension caused by the conflict of opposing interests. The complication peaks at a moment of crisis.	Cite specific lines from script.	Death of A Salesman
. Climax is the peak of action and emotional intensity. From this zenith, action and intensity must necessarily decline, so climax is sometimes referred to as the turning point.	Cite specific lines from script.	Death of A Salesman
. Falling action stresses action from the forces opposing the protagonist. Suspense must be maintained while action moves swiftly and logically toward the disaster, the tragedy.	Cite specific lines from script.	Death of A Salesman
Dramatic irony occurs when a character's words or acts carry a larger meaning he does not perceive. The audience, however, is fully aware of the character's situation and can realize the full importance of the action.		
. Foreshadow - an idea or act which indicates an action which will happen later in the play.	Cite specific lines from script.	Death of A Salesman

Content/Concepts	Suggested Activities	Suggested Resources
. Anachronism is the false assignment of an event, a person, a scene, language--in fact anything--to a time when that event or thing or person was not in existence.		
. Flashback - advice which presents scenes or incidents that occurred prior to the opening scene of the work.	Explain the use of music (flute) as technique to set mood and flashback.	Death of A Salesman
. Pun - play on words based upon the similarity of sound between two words which convey different meanings.		
A tragic hero is a common man who is torn between forces and who inevitably becomes a victim.	Discuss Willy's flaws.	Death of A Salesman
A protagonist	Have students identify the protagonist of of any given play and explain the conflict present.	Anthologies
An antagonist	Have students identify the antagonist of any given play and explain the conflict present.	Anthologies
The form of the written script is different from other genre of literature.		

Content/Concepts	Suggested Activities	Suggested Resources
A play is another name given to a piece of drama.	Discuss the term with the students.	Anthologies
An act is a major division of a play.	Examine the written script, pointing out where an act begins and ends and the purpose of a particular act.	Anthologies
A scene is a part of an act.	Examine the written script, identifying the scenes within an act and the purpose of a particular scene.	
Scenes are divided into lines, which are thoughts, ideas, etc. of a character.	Have students: --take parts and read the lines of characters. --examine how the lines are written in the script.	Anthologies
Dialogue is a conversation between two or more characters.	Have students: --take parts and read the lines with appropriate expression. --do an analysis of what is transacting between characters.	
A two-act play is different than a three-act play in that less time is taken in a two-act play for character development, conflict development, plot development, etc.	Compare the characters, conflicts, and plots of a two-act play and a three-act play.	Any two-act play and three-act play contained in the anthologies
		Additional literature resources: Personal Values, Shafer & Bernd, (Scholastic, Inc.).

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Death of a Salesman and: --give background of Arthur Miller. --explain stage setting and props. --explain use of props in play. --discuss flashback technique and how it applies to play. --explain time sequence in play.	
	--give students worksheet concerning analysis of characters. --play recording of play. Have students follow line-for-line. --identify antagonist and protagonist. --discuss Willy's flaws.	Worksheet - John Miksits
	Filmstrips	CA/FS-812.09 Death of A Salesman RC/FS-812.09 Arthur Miller's Salesman
	Cassette	CA-812.54 Death of a Salesman
	Record	RC-812C Arthur Miller: Death of A Salesman
Drama has many facets. Dramatic conventions, characterization, form, dramatic structure, and elements in a play are several of these facets. (intergroup, racial, ethnic)	Discuss setting, costuming and make-up. --Have students develop art or wood projects depicting settings of plays. --Have students dress as characters in plays. --Have Thespian Society member make-up members of class and explain techniques and reason for make-up.	
	Take class to auditorium stage and have members of lighting crew explain and demonstrate lighting.	

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Literature Page 10

Content/Concepts	Suggested Activities	Suggested Resources
	Have a member of the Thespian Society explain the producer-director role to a class. For concepts in drama the teacher may also: --divide the class into groups and have each group study a play and discuss with the class.	

Department: English
Grade: 11
Course: English Level: Gen./V.T. Unit: Grammar & Punctuation

Overview of Unit:

The intention of the grammar and punctuation program is to develop grammar and punctuation skills which have been introduced in earlier grades and to review as needed those areas still causing difficulty near the culmination of the program.

Suggested Instructional Time:

5 weeks

Intended Student Objectives:

The student will be able to:

1. recognize and use elements of grammar and punctuation presented in previous grades (R & *).
2. recognize and use in writing (D):
    a. subject-verb agreement,
    b. various structures of sentences,
    c. the comma with a subordinate clause after an independent clause,
    d. quotation marks to enclose slang words, technical terms and other expressions that are unusual in standard English.

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing.	Emphasize the following: --various sentence structures. --the use of comma's with a subordinate clause after an independent clause. --quotation marks to enclose slang words --use of apostrophe	Warriner's English Grammar and Composition: Third Course, Warriner, Whitten, Griffith, (Harcourt, Brace, Jovanovich), 1977. Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith, (Harcourt, Brace, Jovanovich), 1977. Grammar and Punctuation Bibliographies available from libraries of: High School Springhouse Troxell Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner & Griffith, (Harcourt, Brace, Jovanovich), 1977. Vocabulary and Composition Through Pleasurable Reading III, Levine, (Amsco School Publications, Inc.), 1976.

Department: English
Grade: 11
Course: English Level: Gen./V.T. Unit: Writing

Overview of Unit:

This unit exposes the student to various types of writing in which he/she develops communication skills. The instructor encourages both content and mechanics in each writing.

Suggested Instructional Time:

5 weeks - Students are to have writing experiences throughout the year, rather than as a blocked unit of instruction.

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run-on and does not contain misplaced modifiers.
2. write a sentence that is consistent in tense.
3. write a descriptive paragraph.
4. write an expository paragraph.
5. write a creative composition (optional).
6. write a personal letter.
7. write a business letter.
8. write a request letter.
9. employ the following aspects of style: diction, varied sentence types, unity, coherence, avoiding monotony, modifiers, and point of view.
10. use in writing the terms listed in the Glossary of Usage Problems.

Suggested Evaluation:

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Writing Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of punctuation.	For fragments, misplaced modifiers and dangling modifiers, give students work sheets with sentences and have students identify errors within specified time.	Teacher resource 808 STR Elements of Style, Strunk, (MacMillan), 1972.
Fragments, misplaced modifiers, run-ons, dangling modifiers, consistency in tense, and parallelism, should be understood in relationship to the sentence.	For run-ons, distribute worksheet containing a paragraph with many run-on sentences. Have students rewrite paragraph correcting run-on sentences.	Vocabulary and Composition Through Pleasurable Reading III, Levine, (Amsco), 1976.
	For parallelism, give students worksheets on which they are to rewrite sentences correcting faulty parallelism.	
	Give students ditto sheets showing examples of various problems.	Warriner's English Grammar and Composition, Fourth Course, Warriner & Griffith, (Harcourt, Brace, Jovanovich), 1977.
Outline - An outline is written showing evidence of form. (study skill)	Place sample outline on chalkboard Give students sample outline for notebook.	
An outline is necesssry to write a paragraph or theme.	Slide Set	SSS-371.3 How to Survive in School: Notetaking and Outlining Skills, 2 pts.
NOTE: Students will write at least 4	paragraphs for this course.	See Scope and Sequence for requested types
Paragraph - A group of related sentences containing a topic sentence, transition, support, and a concluding sentence.		

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Writing

Content/Concepts	Suggested Activities	Suggested Resources
A paragraph is developed by various orders: --Chronological --Spatial - Details are arranged from near to far, left to right, inside to outside, top to bottom, etc. or the reverse. When writing this paragraph, do not shift carelessly. --Importance - Proceeding from least to most important, general to particular. Writing a descriptive paragraph reinforces using details to present a central impression of people, places or objects. An expository paragraph is written to show evidence of form. (The purpose of this paragraph is to inform or explain by supportive evidence such as reason, fact, cause, or example.)		
NOTE. Students will write at least 4 letters for this course. See scope and sequence for required types.		
Personal letter - Friendly letter - Cordial statements of one's personal life.		Resource for letter writing: Effective English for Business Communication, Study Projects (Workbook), Aurner & Burtness, (Southwestern Publishing Co.), 1980.

Content/Concepts	Suggested Activities	Suggested Resources
Personal letter - thank you - A letter of thanks is a courteous acknowledgement of a gift or of something done for a person.		
Letter of Request - A brief and direct letter which is written to request information or material.		
Letter of claim - A letter written to a business firm to ask for correction of an error or to register a complaint of any kind.		
Style - A mode of expressing language characteristic of an individual.		Teacher resource 808.042 The Complete Stylist and Handbook, Baker, Sheridan (Harper & Row), 1976.
--Diction - Diction is selecting the appropriate word or phrase for the proper writing situation. Stress avoiding slang.	Worksheets Exercises from vocabulary texts	Vocabulary Workshop, Level F, Shostak (Sadlier-Oxford), 1977.
--Sentences vary according to structure.		Warriner's, Fourth Edition, pp. 93-98
--Unity, coherence, and point of view are elements of style.	Discuss these terms for all themes and in critical analysis of short stories or novels.	

Course: English Grade: 11 Level: Gen./V.T. Unit: Writing

Content/Concepts	Suggested Activities	Suggested Resources
--Avoiding monotony may be done by varying sentence beginnings and by using appositives.		
--An appositive is a noun or pronoun, often with modifiers, set beside another noun or pronoun to explain or identify it.	Have students complete worksheets	*Warriner's*, Chapters 2, 3
Usage		
Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident in student writings.	Worksheets Correction in theme errors	*Elements of Style* *Sunday Call Chronicle* Newspaper - articles by Wm. Safine "On Language" *Warriner's*, Fourth Edition, Chapter 6, pp. 165-166; Chapter 10
Usage problems occur in a student's writing.	It is suggested that a complete set of activities be devoted to confusing words. A special need is usually present in this area. Suggested time - 1 week. Have students correct their own identified errors. Note: See the unit entitled "Literature" for other writing topics.	
(Optional) The student will be able to use sources in the library. (study skills)	Library orientation conducted in cooperation with the librarian	Librarian

Department: English
Grade: 11
Course: English Level: Gen./V.T. Unit: Vocabulary

Overview of Unit:

Vocabulary is selected for the enrichment of the student as well as to provide communication skills necessary for their desired career orientation. The aim is to move the words into the student's active daily-use vocabulary.

Suggested Instructional Time:

4½ - 9 weeks - Instruction should be spread over the entire year.

Intended Student Objectives:

The student will be able to:

1. define and pronounce words in the unit.
2. select most appropriate words for use in sentences.
3. choose antonyms and synonyms for words in the unit.
4. perceive relationships of words.
5. select appropriate words for a given situation.
6. familiarize himself/herself with forms of the words (word families).

Suggested Evaluation:

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Vocabulary

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms and use in sentences--will help to build a useful vocabulary. (study skill)	Have students complete activities for each unit on a weekly or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	Vocabulary and Composition Through Pleasurable Reading III, Levine, (Amsco School Publications, Inc.), 1976. Basic Reading Skills, Monroe, Artley, Robinson, (Scott Foresman Co.), 1970. Worksheets - John Miksits

Department: English
Grade: 11
Course: English Level: Gen./V.T. Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable asset. The various types of speeches from which the instructor chooses are valuable tools to promote good communications. Type and number are at the discretion of the individual teacher.

Suggested Instructional Time:

2 weeks

Intended Student Objectives:

The student will be able to:

1. select a topic.
2. gather and organize material toward a central purpose.
3. prepare an introduction, body and conclusion using the appropriate vocabulary level for the purpose and the audience.
4. prepare notecards.
5. deliver a speech using the appropriate techniques of eye contact; voice expressiveness, pitch, volume and enunciation; body posture; composure and audience reaction.

Suggested Evaluation:

Course: English **Grade:** 11 **Level:** Gen./V.T. **Unit:** Speech (optional) Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal.	Have students give various types of speeches if time permits. Demonstration and speeches of persuasion are suggested.	38 Basic Speech Experiences, Carlile (Clark Publishing Co.), 1966, pp. x-xiii. Speech For Today, Hibbs & others, (McGraw-Hill), 1965, Chapter 6-9. Ease In Speech, Painter, (D.C. Heath) 1962. Speech for Today, Chapters 10, 11 38 Basic Speech Experiences, pp. xvi-xviii. Teacher resource: The Art of Speaking Made Simple, Gondin & Mammen (Doubleday & Co.), 1981.

12th grade Gen/VT

Department: English
Grade: 12
Course: English
Level: Gen/Vo-Tech

Developed by:
John Durishin
Ed Mertz
John Ritter

Course Description:

The content of this course is structured to adapt to the particular needs of the students involved. The content includes concepts necessary to improve the students' communication skills which will be necessary for his/her concerns in business and/or industry. The course is designed to make the student aware of the need for clarity, accuracy, and conciseness of communication. Stress is placed on literature, writing, and vocabulary as valuable tools in the application of these skills. Contemporary problems in society are discussed in relationship to course content.

Course Units:

Optional sequence:

I. Literature
II. Grammar and Punctuation
III. Writing
IV. Vocabulary
V. Speech

Suggested Evaluation and Levels of Student Achievement:

For this course, teacher-prepared tests composed of subjective and objective questions may be administered during or at the end of the unit. These tests should include most of the unit's intended student objectives. Students should be able to complete 60% of the objectives of this course.

Additional suggestions for evaluation may also be stated on the introduction page of each unit.

The grading scale for the Parkland School District is A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 0% - 59%.

Level - General/Vocational-Technical

The General and Vocational/Technical curriculum is suggested for most students who are considering a career immediately following high school. The content of this curriculum is intended to be practical and provide the basic skills necessary to contribute to our society. The following comments may be useful for a teacher of these classes.

Included in this grouping are special education students who are "mainstreamed" and students who receive straight "A's" in class. Between these groups are the majority of the students. Because of this wide range of talent it is important that the teacher allow for much individual work. This allows the slowest student and the most advanced student to work at his/her own pace. Workbooks and the distribution of worksheet are recommended. This allows for individual freedom in the amount of work covered. A teacher can set a minimum of work to be covered for passing a subject and work upward to a maximum amount of work for an "A" in a subject or area. A minimum amount of work should be covered each day in order to establish a goal. This work should then be reviewed and checked so remediation in certain areas can occur. Accuracy and comprehension, not the amount of work covered, should be emphasized. It is important that the teacher have material(s) or activities available for students who completed their work ahead of the other students. These activities could run the gamut from something simple like writing a summary after reading a short story to making a scale model of the Globe Theater. Newspapers, magazines, and even a library project could be used to motivate and stimulate interest. Contrary to popular thought, these students do want to learn and will learn under proper guidance.

It is also important that the period have a variety of activities included. A typical period could have a brief review at the beginning, a short writing period, a short discussion and a continuation of previous projects. Variety and flexibility should be included in daily activities.

Of prime importance is the establishment of self-worth. For this to be accomplished, the teacher cannot "look down" or "teach down" to these students. Once it is established that the teacher is there to help and not downgrade, a healthy rapport is present and learning can take place.

"Adversary" relationships can be avoided. Discipline must be administered with consistency. What is good or bad for one student must be good or bad for another student. Discipline can also be maintained through the establishment of good teaching habits. These students realize when they have done something wrong and they expect to be disciplined.

Variety in daily lesson plans, consistency in the administration of discipline, the establishment of the "worth" of each student, and much understanding and flexibility on the part of the teacher can make the teaching of these students very enjoyable and rewarding.

Students in the general/vo-tech programs may also benefit by:

1. having more teacher-prepared outlines and worksheets rather than dictation of notes and information.
2. utilizing a more basic vocabulary in class discussions rather than stressing terminology.
3. periodic oral reading in class of appropriate reading level materials since these students may encounter some reading comprehension problems.
4. using more visual instructional techniques such as blackboard illustrations, filmstrips, films, etc.
5. class activities such as small-group work, simulations, student laboratories, map skills, map work, and other types of hands-on activities and projects. These activities may be used with these groups; however, caution should be exercised in maintaining classroom discipline and discretion used in numbers/group and the mix of personalities.
6. making topics relevant through use of current events and resources and through references to the students' personal experiences.
7. specific, short-directed reading and homework assignments.
8. evaluation of achievement through objective questions and less detailed/demanding subjective type questions.
9. shorter and more frequent testing.
10. more emphasis on "how to find" information rather than memorizing and "knowing" information.
11. drill and repetition, extensive use of examples and transparencies for grammar and punctuation.
12. some in class reading and writing to be sure assignments are completed.
13. more practical writing (i.e., letters) rather than all formal, academic writing.
14. more personal ("I"-oriented) writing assignments.
15. emphasizing derivatives as well as prefixes and suffixes for vocabulary.
16. more oral assignments.

Department: English
Grade: 12
Course: English Level: Gen/Vo-Tech Unit: Literature

Overview of Unit:

The literature selected shall be of a nature that it exemplifies various conditions of the technological, scientific, and cultural aspects of today's society. The various genre of science-fiction, fiction, psychological, negative-utopian and nonfiction make up the principle readings for the course.

Suggested Instructional Time: 12-15 weeks

Intended Student Objectives:

The student will be able to:

Short Story

1. determine the genre of the short story from previous grades as reflected by its style and structure.
2. read a minimum of five (5) short stories from Reader's Digest, and/or Scholastic Scope.

Novel

1. identify and define the genre from previous grades as reflected by its elements.
2. identify and define theme.
3. read a minimum of four (4) of the following novels:

Lord of the Flies
Flowers for Algernon
Brave New World
Terrible Voyage
Slaughter-House Five
Lord of the Ring
Dune
Dracula
Glory Road
Diary of Anne Frank
Island of Doctor Moreau
One Day in the Life of Ivan Denisovich
All Quiet on the Western Front

Course: English Grade: 12 Level: Gen/Vo-Tech Unit: Literature

Content/Concepts	Suggested Activities	Suggested Resources
Good study skills include maximum use of available resources (study skill).	Review the format of the basic textbook and indicate features of the text that will aid in study.	Basic Text
Knowledge of certain terms aids in the understanding of English (study skill).	Have students define new terms as they are encountered throughout the textbook. This activity should be repeated for each unit of this course.	Basic text
Certain occupations are related to the study of English (Career Ed.).	Review some of the ways that a knowledge of English can be utilized for certain occupations.	Career Resource Center
Short Story - A minimum of five short stories must be read from the following textbooks:		Reader's Digest Scholastic Scope
A short story is a piece of prose fiction usually under 10,000 words which can be read at one sitting and may be understood through the terms: plot, characterization, setting. Understanding the elements of a short story enables one to develop an example of this genre. (intergroup).	Review the definition and elements of the short story. Discuss several writers of the short story. Have students read five (5) short stories by different authors and discuss theme and style.	

Content/Concepts	Suggested Activities	Suggested Resources
Novel - A minimum of four (4) of the following novels must be read.		Lord of the Flies, Golding (Hertzberg, New Method) Brave New World, Huxley (Hertzberg New Method) Flowers for Algernon, Keyes (Bantam) Terrible Voyage, Hoyt (Pinnacle) Slaughter-House Five, Vonnegut (Dell) Dune, Herbert (Berkley) Dracula, Stoker (Dell) Glory Road, Heinlein (Berkley) Diary of Anne Frank, Anne Frank (Washington Square Press) Island of Doctor Moreau, Sylva, (ACE) Fellowship of the Ring, Toklien (Ballentine) The Two Towers, Tolkien (Ballentine) Return of the King, Tolkien (Ballentine) One Day in the Life of Ivan Denisovich, Solzhenitsyn (New American Library) All Quiet on the Western Front, Remargue (Fawcett-Crest Books)
A novel is an extended fictional prose narrative (intergroup).	Review and discuss the elements of a novel.	
	Film	MP-3-0975 The Novel - What It Is, What It's About, What It Does (I.U.)
	Give an overview of the development of the English novel and review the various types of novels.	

Content/Concepts	Suggested Activities	Suggested Resources
	Slide Set	SSS-428.4 The Novel in Literature, 2 pts.
The theme of a novel is the point of view toward life or some aspect of it which determines how the author will resolve the conflicts and move his/her characters.	For each of the following novels have students: ..examine the criteria which places the novel into a specific genre ..evaluate specific points of theme with regard to the genre ..be able to place a novel into the appropriate genre following reading and/or discussion of the novel	
	Assign novels from the approved list for outside reading. Have students research author, theme and style and present notes in class. A test based on the characters and plot can usually determine if the novel has been read. Compositions may be assigned to determine further comprehension and insight of each novel.	
	Have students read Brave New World and: ..examine the novel as a vehicle for social comment ..examine the concept of utopian novels and philosophy ..list areas which if eliminated would make our world better (disease, war, pollution, poverty, etc.). Solicit comment as to whether elimination of these would give us utopia	Brave New World

Course: English Grade: 12 Level: Gen/Vo-Tech Unit: Literatute Page 4

Content/Concepts	Suggested Activities	Suggested Resources
	Identify the parameters, vocabulary, and historical requisities of society in the novel.	
	Explore and identify the warnings Huxley expresses and the possibilities for present society evolving into it ..explore the motto of the novel and distinguish the sources of "community, identity, and stability" in the novel and our society ..list the diversity by which an individual in our society gains community, identity, and stability (family, school, religion, etc.) ..recognize diversity in choice and choice enables freedom	
	Filmstrips/Cassettes	CA/FS-823.912 Brave New World FS-823.09 Future Imperfect: The Utopian Novel - Brave New World CA-823.912 Brave New World
	Videotape	VT-Hux Brave New World, 3 pts. Library bibliography - Huxley

Course: English Grade: 12 Level: Gen/Vo-Tech Unit: Literature Page 5

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Lord of the Flies and: ..examine the novel as symbolic allegory ..investigate Golding's view of civilization as the mechanism evolved to keep man's innately evil nature in check: --examine the nature of man --define good and evil --construct list of sources by which individuals gain a moral prespective ..define and identify examples of image, symbol, and allegory --select five different images from a teacher prepared list and complete a five column worksheet tracing them through literal, associations, universal, symbol and potential allegory. ..identify the political, psychological, religious, and psyche allegories ..conduct a war between students ..draw a map of the island ..write compositions defending a basic thesis: Example topics: the Nature of Leadership, Man's Intrinsic Nature	Lord of the Flies
	Filmstrips/Cassettes	CA/FS-823.914 Lord of the Flies CA-823.914 Lord of the Flies

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Flowers for Algernon and: ..examine the novel by its societal implications ..discuss the various types of mental retardation ..explain Freud's stages of psychosexual development ..explain Erikson's seven stages of man theory ..explain Freud's psychosocial stages ..discuss eugenics and the cell ..discuss education for the mentally retarded ..place the novel in its appropriate genre and be able to support their choice	Flowers for Algernon Library bibliography - Keyes
		Charley - the movie available through the library
	Have students read Terrible Voyage and: ..research historic event of the sinking ..review maritime laws ..discuss whaling and its importance, history and future ..investigate cannibalism in society - past and present ..discuss survival and its necessity ..discuss the relationship to Melville's Moby Dick ..place the novel in its appropriate genre and be able to support their choice	Terrible Voyage Library bibliography - Hoyt

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Slaughter-House Five and: ..discuss the author's view of war ..research war records on Dresden ..speculate on Billy Pilgrim's Tales of Space Travel ..investigate various reports of UFO sightings ..discuss conditions of POW camps ..discuss war - its purpose, its effects ..place this novel in its appropriate genre and be able to support their choice	Slaughter-House Five Library bibliography - Vonnegut
	Have students read Dune and: ..discuss Herbert's concern for the environment ..discuss Herbert's view of the future ..correlate Dune to our own situation on Earth ..investigate the ecology and land development of both systems ..explain their own views of the need for conservation of our natural resources most especially - water ..search for the causes of war and militarism ..place the novel in its appropriate genre and be able to support their choice	Dune Library bibliography - Herbert

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read Dracula and: ..evaluate the two societies --Carpathia 15th C vs Modern in terms of social values ..spiritual values ..beliefs in supernatural ..investigate the real person of Viad Teppes and the Dracula myth ..discuss the novel in terms of its historic importance ..evaluate it as a tale of horror and man's fascination with the horrific ..discuss beliefs in other cultures which may influence behavior and/or workship ..place the novel in its appropriate genre and be able to support their choice	Dracula Library bibliography - Stoker
	Have students read Glory Road and: ..discuss society's view on war ..discuss society's view on the ethical and religious concepts of war ..evaluate the qualities of the hero and heroine in fiction ..discuss the aspects of cultural differences of Nevia to Earth ..relate the effects of trauma on servicemen returning from battle ..relate the customs of Nevia to our own practices ..place the novel in its appropriate genre and be able to support their choice	Glory Road Library bilbiography - Heinlein

Content/Concepts	Suggested Activities	Suggested Resources
	Have students read The Diary of Anne Frank and: ..discuss the elements of a diary ..write diaries of their own for a given period of time ..investigate conditions of the Jews in Germany from 1915 - 1946 ..report on the economic conditions of Germany 1930-1945 ..research Hitler and his hate for minorities ..read The Hiding Place ..investigate further the continuing story of the Frank family ..discuss concentration camps and the final solution to the Jewish problem ..place the novel into its appropriate genre and be able to support their choice	The Diary of Anne Frank Library bibliography - Frank Library bibliography - The Holocaust Holocaust Resource Center Jewish Community Center 22nd and Tilghman Streets Allentown, PA 821-5500
	Have students read The Island of Dr. Moreau and: ..investigate the possibilities of genetic manipulation ..discuss Darwinian philosophy concerning survival and species separation ..elaborate on the biological impact of mutagens both man-made and natural ..consider the fine line between genius and insanity	The Island of Doctor Moreau Library bibliography - Sylva

Content/Concepts	Suggested Activities	Suggested Resources
	..view medical research as a necessary evil or a necessary good ..discuss the inevitability of science as the ruling force of future society ..compare the novel to the H.G. Wells original	
	Have students read The Lord of the Rings Triology - consisting of the three novels: I. Fellowship of the Ring II. The Two Towers III. The Return of the King and: ..relate the novels to man's concepts of social order and/or disorder ..discuss the powers of the Ring ..discuss the abuses of the powers of the Ring ..relate these abuses to our society ..discuss the concept "absolute power corrupts absolutely" ..investigate Tolkien's knowledge of cultures and that influence on his novels ..improve the students' awareness of the importance of communication between nations ..discuss the importance of friendship, allegiances, loyalty, and pride in relationship to the novel	Fellowship of the Ring The Two Towers The Return of the King Library bibliography - Tolkien The Silmarillion - Tolkien

Content/Concepts	Suggested Activities	Suggested Resources
	..discuss the growth and maturity of Frodo; the guidance of Gandalf; the concern of Sam and his dedication to Frodo; the threat of Sauron and his dark kingdom and the light of Galadriel as important factors in creating the theme	
	Film	MP-3-5394 The Hobbit (I.U. MP-3-5395 " " MP-3-5430 " " (3 pts)
	Have students read One Day in the Life of Ivan Denisovich and: ..discuss the principles of Stalin and Trotsky ..discuss the conditions within a Russian prison camp ..relate the experiences of survivors of the camps ..investigate the pre-Revolutionary principles and conditions which led to unrest ..evaluate Marxist concepts and how they altered from Stalin ..identify and define microcosm ..investigate and discuss Solzhenitsyn's life and how it is reflected in the book ..discuss theme of man's inhumanity to man ..discuss conflict of individualism and collectivism	One Day in the Life of Ivan Denisovich Library bibliography - Solzhenitsyn

Content/Concepts	Suggested Activities	Suggested Resources
	..write on how prisoners maintain dignity	
	..complete worksheets	Available from Mr. Mertz
	Filmstrip	RC/FS 891.709 Solzhenitsyn Library bibliography - Solzhenitsyn
	Have students read All Quiet on the Western Front and: ..complete worksheets ..discuss WWI ..read "Dolce Et Decorum Est," by Wilfred Owen and compare with the novel ..discuss Remarque's objectives and apolitical style ..discuss influence of his book on pacifist movement of the 30's	All Quiet on the Western Front Library bibliography - Remargue Available from Mr. Mertz
		Additional literature resource - Personal Values, Shafer and Bernd (Scholastic Press)

Department: English
Grade: 12
Course: English Level: Gen/Vo-Tech Unit: Grammar and Punctuation

Overview of Unit:

Grammar instruction in this course is on an "as-needed" basis and also done in conjunction with the vocabulary/composition workbook.

Suggested Instructional Time: 2-3 weeks (remedial)

Intended Student Objectives:

The student will be able to:

1. apply the concepts of grammar as learned in previous grades.
2. recognize and use in writing (D) the four types of sentences.

Suggested Evaluation:

Teacher prepared tests.

Tests have also been developed for grades 7-10 of the grammar scope and sequence. Questions were designed for several target concepts that students should have mastered in each grade rather than for all concepts of a grade level. The intent of the testing program is to provide teachers with information regarding student achievement based on a common assessment document given at the end of each year. Packets include tests, student answer forms and teacher answer keys. If you are interested in using these tests or information about them, call Curriculum Services.

Course: English Grade: 12 Level: Gen/Vo-Tech Unit: Grammar and Punctuation Page 1

Content/Concepts	Suggested Activities	Suggested Resources
Knowledge of grammar and punctuation enables one to communicate more effectively in his/her speech and writing. Refer to the grammar and punctuation scope and sequence for specific elements to be presented at this grade-level.	Evaluate several examples of good grammar and compare those with bad examples. Students should be able to: ..discern the proper grammar and punctuation from the improper ..write and use good grammar in their essays and conversation ..evaluate their own works with respect to usage. For classifying sentences have students: ..review the basics involving specific type of sentence ..do worksheets on each particular group ..write examples of each type and evaluate their work ..compare and contrast each type of sentence	Warriner's English Grammar and Composition: Third Course, Warriner, Whitten, Griffith, (Harcourt, Brace Jovanovich), 1977. Warriner's English Grammar and Composition: Fourth Course, Warriner, Griffith, (Harcourt, Brace Jovanovich), 1977. Grammar and Punctuation Bibliographies available from libraries of Parkland High School Springhouse Troxell Teacher resource and handbook for interpretation of grammar rules: English Grammar and Composition: Complete Course, Warriner, Griffith (Harcourt, Brace Jovanovich), 1977.

Department: English
Grade: 12
Course: English Level: Gen/Vo-Tech Unit: Writing

Overview of Unit:

This section of the course exposes the student to the sentence, paragraph, creative writing, and letters. Communication skills are stressed with adaptability to various situations as our goal.

Suggested Instructional Time: 4-6 weeks (Students are to have writing experiences throughout the year rather than as a blocked unit of instruction.)

Intended Student Objectives:

The student will be able to:

1. write a sentence that is neither a fragment nor a run-on.
2. compose a paragraph given a topic sentence.
3. write a descriptive paragraph.
4. write an expository paragraph.
5. write an opinion paragraph.
6. write a business letter.
7. write a creative piece on a given object or subject (optional).
8. use in writing the terms listed in the Glossary of Usage Problems.
9. given a topic, students should be able to choose a means of development, create an interesting and grammatically correct topic sentence and write a coherent paragraph with appropriate transition, complete and varied sentence structure, minimal mechanical errors and a concluding sentence that is not simply redundant to the topic sentence.

Suggested Evaluation:

1. Sentence drills
2. Paragraphs
3. Creative writings

Course: English Grade: 23 Level: Gen/Vo-Tech Unit: Writing Page 1

Content/Concepts	Suggested Activities	Suggested Resources
The Sentence - A group of words expressing a complete thought, beginning with a capital letter, and ending with a mark of pronunciation. (Fragments, misplaced modifiers, run-ons, dangling modifiers, and consistency in tense should be understood in relationship to the sentence.)	Have students write sentences for evaluation by instructor and class. Discuss the importance of good sentence structure as it relates to job preparedness and efficiency.	Vocabulary and Composition Through Pleasurable Reading Book IV, Levine, (Amsco Publ.), 1978.
Outline - An outline is written showing evidence of form. ..An outline is necessary to write a paragraph. ..An outline should show evidence of coherence.	Write examples of outlines based on topics with which the students are familiar. Create outlines from specific specialities in accordance with the Vo-Tech curriculum.	
NOTE: Students will write at least six (6) paragraphs for the course. See Scope and Sequence for required types.		
Paragraph - A group of related sentences containing a topic sentence, transition and a concluding sentence.	Introduce students to the different means of paragraph development by author examples found in the text and other sources.	Vocabulary and Composition Through Pleasurable Reading Book IV, Levine, (Amsco Publ.,), 1978.

Content/Concepts	Suggested Activities	Suggested Resources
A paragraph is developed by various orders: ..Chronological ..Spatial - Details are arranged from near to far, left to right, inside to outside, top to bottom, etc., or the reverse. When writing this paragraph do not shift carelessly. ..Importance - Proceeding from least to most important, general to particular. The descriptive, expository, and opinion paragraphs are written showing correct placement of topic sentence, development of body, use of transitions, unity, coherence, and effectiveness of closing sentence.	Introduce students to the different means of paragraph development by author examples found in text and other sources. ..The teacher may provide these sources. ..The students may be assigned "paragraph searches" which require them to find examples of types of paragraph development. ..Discussion should focus on the author's choice for developing his/her main idea. Discussion should reflect why a particular development is best for a given topic. ..Attention should be focused on the manner by which the author achieves unity and coherence by: --means of development --topic sentence --transition --clincher sentence --sentence variety ..The "Paragraph Worksheet" may be used as a self-diagnostic tool. ..Have student write paragraph on side of worksheet. If the product is not satisfactory, the student is then required to complete side one which requires him/her to analyze his/her work.	Vocabulary and Compostion Through Pleasurable Reading Book IV, Levine, (Amsco Pub.), 1978. "Paragraph Worksheet" - available from John Ritter or Curriculum Services.

<table>
<tr><th>Content/Concepts</th><th>Suggested Activities</th><th>Suggested Resources</th></tr>
<tr><td></td><td>..The teacher may have students write their assignments in pencil on notebook paper and then copy each assignment onto transparencies. These may then be shown to the class on an overhead projector and corrected with class input. (Some students may object to this procedure but it generally encourages a more conscientious approach to the assignment.)</td><td></td></tr>
<tr><td colspan="3">NOTE: Students will write at least two (2) letters for this course. See Scope and Sequence for required types.</td></tr>
<tr><td>Letter of claim - A letter written to a business firm to ask for correction of an error or to register a complaint of any kind.
Cover letter - a letter of introduction to potential employers that states the type of position one is seeking and indicates where one thinks he/she might fit into the organization. The purpose is to sell oneself in the letter.</td><td>For letter of introduction -
..Have students write a letter which could be sent to any potential employer. The letter should be presented in contemporary business style with appropriate mechanics and organization
..Instruction in this activity should reinforce the ongoing concept of "idea writing." Given a topic or written task, students should become accustomed to listing everything they can think of relating to the topic, then organizing and selecting the information which can be used to complete the task.</td><td></td></tr>
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Content/Concepts	Suggested Activities	Suggested Resources
	..If a "Permit Me to Introduce Myself" speech has been done, that exercise can serve as a springboard to this activity. ..Have students, as a homework assignment, list as many things as they can think of that they feel should be in a letter that would introduce them to a potential employer. ..Working from this list, during the next class meeting, the students and teacher can compile a collective list on the blackboard. As the list is compiled, have students copy this list on a separate sheet of paper for reference. ..The list should include, though not necessarily in the order, the following: 1 --goals and future plans 1 --attendance record at school if "good" 1 --grade average if "good" (regardless of average if the student is working, this should be mentioned) 1 --curriculum studied (education) 1 --awards and memberships in professional organizations 1 --reasons for their choice of study 1 --desire for an entry level position	Resource materials available from John Ritter or Curriculum Services.

Content/Concepts	Suggested Activities	Suggested Resources
	2 --specific skills and abilities 2 --competitive achievements and awards 2 --hobbies - particularly those that relate to their occupational field 2 --jobs held 3 --thank you for your consideration 3 --phone and hours 3 --application request 3 --interview request 3 --availability 3 --references 3 --transportation (means of getting to work) ..Once list is on the blackboard and students have copied it, have them "group" items which they feel "belong together." ..With teacher guidance, the list can be organized as shown above indicating material that might be covered in each of three paragraphs that make up the body of the letter. ..With this list and lecture regarding appropriate form, have students draft their first letter. This letter should be collected and corrected. Have students revise this letter and return it. This typed copy, which a member of the business community may evaluate,	

Content/Concepts	Suggested Activities	Suggested Resources
	will serve as a cover letter to introduce the student to the outside guests in a "mock interview" portion of the course.	
Style - A mode of expressing language characteristic of an individual.		
Diction - Diction is selecting the appropriate word or phrase for the proper writing situation. Stress avoiding slang.		
Sentences may vary according to structure.		
Unity, coherence, and point of view are elements of style.	A paragraph should reflect unity and coherence. Unity should be understood to mean that the paragraph's content is focused to a controlling idea. (Just as each sentence must engender a thought, the paragraph should be explained as elaboration of a thought which can not be thoroughly discussed in a sentence.) The student can gain better understanding of writing by breaking the process down into the component parts. By isolating the building blocks of unity and coherence, the student will also experience the structure and value of outlining and main idea/subordinating ideas (commonly called topic sentence an and supporting details).	

Content/Concepts	Suggested Activities	Suggested Resources
	Additionally, the following types of paragraphs and development may also be pursued: ..descriptive paragraph --main impression --exact word choice --appeal to senses ..development by process --chronological order --elimination of obvious details ..development by reasons --order by increasing importance --order by decreasing importance ..development by examples --concreteness of examples --exact words --development by facts --converting numbers, charts, graphs, tables, etc. into words --identifying the general statement which the facts suggest ..development by incident (anecdote) ..development by definition --identifying class --identifying distinctions ..development by comparison and contrast --whole-by-whole --point-by-point ..development by a combination of methods	
Avoiding monotony may be done by varying sentence beginnings.		

Content/Concepts	Suggested Activities	Suggested Resources
Modifiers may be used to give variety in sentence style. 1. A sentence may begin with a single-word modifier--an adverb, an adjective, or a participle. 2. A sentence may begin with a phrase--a prepositional phrase, a participial phrase, an appositive phrase, or an infinitive phrase. 3. A sentence may begin with a subordinate clause. Usage 1. Pronoun antecedent agreement, subject verb agreement and tense consistency should be evident in student writings. 2. Usage problems occur in a student's writing. 3. The student will be able to use sources in the library.		

NOTE: See the unit entitled "Literature" for other writing projects.

Department: English
Grade: 12
Course: English Level: Gen/Vo-Tech Unit: Vocabulary

Overview of Unit:

Vocabulary is selected for the enrichment of the student as well as to provide communication skills necessary for their desired career orientations. The aim is to move the words into the student's active daily-use vocabulary.

Suggested Instructional Time: 5-9 weeks (Instruction should be spread over the entire year.)

Intended Student Objectives:

The student will be able to:

1. define, spell, and pronounce words in the unit.
2. construct sentences using the unit words.
3. select appropriate words for a given situation.

Suggested Evaluation:

Course: English **Grade:** 12 **Level:** Gen/Vo-Tech **Unit:** Vocabulary

Content/Concepts	Suggested Activities	Suggested Resources
The study of words--their definition, pronunciation, synonyms, antonyms, and use in sentences--will help to build a useful vocabulary (study skill).	Have students complete activities for each unit on a week or biweekly basis. Activities may be assigned as homework or in-class work depending on the time commitment.	*Vocabulary and Composition Through Pleasurable Reading Book IV*, Levine, (Amsco Publ.), 1978. Supplemental resource: *Word Wealth*, Miller, (Holt, Rinehart, and Winston), 1978.

Department: English
Grade: 12
Course: English Level: Gen/Vo-Tech Unit: Speech (optional)

Overview of Unit:

The ability to speak well is a valuable asset. The various types of speeches from which the instructor chooses are valuable tools to promote good communications. Type and number are at the discretion of the individual teacher.

Suggested Instructional Time: 2-3 weeks

Intended Student Objectives:

The student will be able to:

1. write and present a speech after the selection of a teacher-approved topic.
2. do the necessary preparation required for the speech, i.e., research, notes, construction, etc.
3. deliver the speech using the appropriate techniques of eye contact, voice, posture, and enunciation.

Suggested Evaluation:

Speech Evaluation Sheet
Student evaluation

Course: English **Grade:** 12 **Level:** Gen/Vo-Tech **Unit:** Speech (optional)

Content/Concepts	Suggested Activities	Suggested Resources
The preparation of a good speech requires the selection of a topic, the gathering and organizing of information, the preparation of notecards, and rehearsal. The delivery of a good speech requires appropriate use of eye contact, voice qualities, posture, composure, and audience reaction.	Have students research a topic and prepare a speech. The speech may be on a hobby, avocation, job, interest, etc. The speeches may be of three-five minutes duration and given in front of the class.	38 Basic Speech Experiences, Carlile (Clark Publ. Co.), 1966, pp. x-xiii. Speech for Today, Hibbs and others, (McGraw-Hill), 1965, Chapters 6-9. Ease in Speech, Painter, (D.C. Heath), 1962. Speech for Today, Chapters 10,11 38 Basic Speech Experiences, pp. xvi-xviii. Teacher resource: The Art of Speaking Made Simple, Gondin and Mammen (Doubleday and Co.), 1981. 38 Basic Speech Experiences, Chapter 8. Speech for Today, Chapter 12